

**THE INFLUENCE OF SOCIAL MEDIA SITES TOWARD  
STUDENTS' ENGLISH LANGUAGE SKILLS**

**THESIS**



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FACULTY OF TEACHER TRAINING AND EDUCATION  
LANGUAGE EDUCATION DEPARTMENT  
STUDY PROGRAM OF ENGLISH EDUCATION  
2018 M/1439 H**

# **THE INFLUENCE OF SOCIAL MEDIA SITES TOWARD STUDENTS' ENGLISH LANGUAGE SKILLS**

## **THESIS**

Presented to  
In partial fulfillment of the requirements  
for the degree of *Sarjana* in English Language Education



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## MOTTO AND DEDICATION

Be good and you will get a goodness





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1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.
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## ABSTRACT

Sari, R.F. 2018. *The Influence of Social Media Sites toward Students' English Language Skills*. Thesis. Department of Language Education, Faculty of Teacher Training and Education, State Islamic Institute of Palangka Raya. Advisors (I) Dr.Imam Qalyubi, M.Hum.; (II) Hj. Apni Ranti, M. Hum.

Key Words: influence, social media sites, English language skills

This study was aimed to know the most common social media sites that can influence students' English language skills and to investigate how much the influence of social media sites toward students' English language skills.

The research design was survey in quantitative research method. The total of sample was 55 students at the English Education Study Program of IAIN Palangka Raya on academic year 2015 to 2017. Technique for collecting data used questionnaires. The data was analyzed by using SPSS Program 16.0.

The results finding covered: 1). YouTube is the most common social media sites that can influence students' English language skills at 74.5%. 2). The influence of Instagram on students reading skill  $\bar{X} = 3.92$  and writing skill  $\bar{X} = 3.36$ . In the other aspect, the influence of Facebook on students' writing skill  $\bar{X} = 3.67$  and  $\bar{X} = 3.36$  in reading skill. The influence of YouTube on students' listening and speaking skill  $\bar{X} = 4.46$ . Students have a high desire in integrating social media in English learning  $\bar{X} = 3.89$ . Thus, the positive influence of using social media sites  $\bar{X} = 4.3$  and the negative influence of using social media sites in English learning  $\bar{X} = 3.19$ . It means that social media give more positive influence than negative influence to the students' English language skills at English Education Study Program of IAIN Palangka Raya.

## ABSTRAK

Sari, R.F. 2018. *Pengaruh Situs Media Sosial terhadap Kemampuan Bahasa Inggris Mahasiswa*. Skripsi. Jurusan Pendidikan Bahasa. Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Palangka Raya. Pembimbing (I) Dr.Imam Qalyubi, M.Hum.; (II) Hj. Apni Ranti, M. Hum.

Kata Kunci: pengaruh, situs media sosial, kemampuan Bahasa Inggris

Penelitian ini bertujuan untuk mengetahui media sosial paling umum yang dapat mempengaruhi kemampuan bahasa Inggris mahasiswa dan untuk mengungkap seberapa besar pengaruh media sosial terhadap kemampuan Bahasa Inggris mahasiswa.

Jenis penelitian yang digunakan adalah survey dalam penelitian kuantitatif. Jumlah sample penelitian adalah 55 mahasiswa Program Studi bahasa Inggris IAIN Palangka Raya angkatan tahun 2015-2017. Tehnik dalam pengumpulan data yaitu angket. Sementara, analisis data menggunakan Program SPSS 16.0.

Temuan penelitian meliputi: 1).YouTube adalah media sosial paling umum yang dapat mempengaruhi kemampuan bahasa Inggris mahasiswa 74.5%. 2). Pengaruh Instagram terhadap kemampuan membaca mahasiswa  $\bar{X}=3.92$  dan kemampuan menulis  $\bar{X}=3.36$ . Pada aspek lain, pengaruh Facebook terhadap kemampuan menulis mahasiswa  $\bar{X}=3.67$  dan  $\bar{X}=3.63$  terhadap kemampuan membaca. Pengaruh YouTube terhadap kemampuan mendengar dan bicara mahasiswa  $\bar{X}=4.46$ . Mahasiswa memiliki keinginan untuk mengintegrasikan media sosial dalam pembelajaran bahasa Inggris ( $\bar{X}=3.89$ ). Demikian halnya, pengaruh positif penggunaan sosial media sosial  $\bar{X}=4.3$  dan pengaruh negatif penggunaan media sosial di pembelajaran bahasa Inggris  $\bar{X}=3.19$ . Hal ini berarti bahwa media sosial lebih banyak memberikan pengaruh positif daripada pengaruh negatif terhadap kemampuan bahasa Inggris mahasiswa di Program Studi Pendidikan bahasa Inggris IAIN Palangka Raya.

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Palangka Raya, 30 May 2018

The writer,



Riyanti Fatmala Sari  
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## **CHAPTER I**

### **INTRODUCTION**

This thesis presents a study of the influence of social media sites toward students' English language skills. This chapter covers the background of the study, research problem, objectives of the study, assumption, scope and limitation of the study, significances of the study, and definition of key terms.

#### **A. Background of the Study**

Technology has an important role in language learning and teaching process. It makes learning and teaching process more interesting and meaningful. Technology development has opened many ways for educators and learners to apply online resources in learning and teaching. (Jalaluddin, 2016, p. 1) Along with the development of technology, many social environments have provided technologies to facilitate second language learning. Social media is kind of social environments that created for learners to learn language easily with have interaction with people from other countries. (Derakhsan & Hasanabbasi, 2015, p. 1090)

In line with the opinion above, there are so many ways can be applied by educator and learner in learning and teaching process using social media site. There are many social media sites that can be used in English classes. Moreover, in this era there are so many cheap Smartphones are facilitated so it easy for educator and learner to get the smartphone to access social media sites

so long as they have adequate access to the internet. Certainly, they can use these technologies easily.

In recent years, social media sites such as Facebook, Instagram and YouTube have become rather popular around the world. Many people become an active user of these sites. Social media site is one of kind of the technologies that people use to share or exchange everything such as information, ideas, photos, or videos.

The progress of web technology can be used for an educational purpose, particularly peer review, in which student can review each others' work. They also can give feedback, supporting and encouraging each other and reflecting on the key learning points on their work. (Leach, 2013)

Social media fulfills the enthusiastic of young generation user especially university student. They can use social media to share the important moments of their lives or to share their ideas, opinions, and beliefs freely and quickly with their family, friends or colleagues. (Akbari, et al., 2012) It can not be denied that social media give the huge influence in human's life, particularly on the young generation. They can easier convey their feelings or opinions and exchange thought on social media sites. Social media also provide many tools for many purposes such as to access information, news, learning sources and for entertainment.

Some previous studies show the spread of social media sites have influenced students in English learning inside and outside the schoolroom. Alfahadi (2017, p.105) has concluded that "Social media sites can be

incorporated in the EFL syllabi as teaching and learning aids because social media contain a huge combination of sound, text, and videos where the student can comment and get direct remedial feedback.” Another previous study shows that students are using social media tools in their learning and they want social media site to integrate as a tool in their learning at university. (Al-Sharqi & Hashim, 2016, p. 65) Based on the studies above, social media can be connected to teaching and learning process in order to attain teaching and learning goals.

This study aimed to know the most common social media site that can influence students’ English language skills and to investigate how much the influence of social media sites toward students’ English language skills. The research has done in IAIN Palangkaraya and has taken the population from students at English department of IAIN Palangka Raya generation 2015 to 2017. In fact, mostly students at English department of IAIN Palangka Raya have social media sites account more than one. It can be seen when their name is searched in social media sites such as Instagram or Facebook, their name can be found there and it also can be seen on their last update in their social media. Also, they are studying in English department now. Surely, they must learn all skills (speaking, listening, reading, and writing skill) in the English language. Practically, the researcher has seen some of the English students who use social media sites can influence their English language skills especially, in writing skill. For the example in Facebook, the student can know their grammar mistakes in their writing by correction their foreign friend. In

addition, pre-observation have done by the researcher, to know the most common social media that can influence students' English language skills. Most of them have mentioned Facebook, Instagram, and YouTube which have influenced their English language skills. Pre-observation have done to some students of generation 2014 by interviewing on WhatsApp Application to determine limitation of this study in using social media sites. Besides, based on some journals and articles, there are many studies that showed the social media sites influence students in English learning. So, by doing survey research, the researcher is interested in investigating about the most common social media sites that can influence students' English language skills and to investigate how much the influence of social media sites toward students' English language skills. The researcher is interested in finding it out by carrying out the title: "THE INFLUENCE OF SOCIAL MEDIA SITES TOWARD STUDENTS' ENGLISH LANGUAGE SKILLS"

## **B. Research Problem**

The main problems of the study as follows:

1. What are the most common social media sites that can influence students' English language skills?
2. How much the influence of social media sites on students' English language skills?



### **C. Objectives of the Study**

The objectives of this study were:

1. To know the most common social media sites that can influence students' English language skills.
2. To investigate how much the influence of social media sites toward students' English language skills.

### **D. Assumption**

1. Students at English Education Study Program of IAIN Palangka Raya have internet access in college and at home.
2. Students at English Education Study Program of IAIN Palangka Raya mostly use social media sites.
3. Social media sites have huge influence toward students at English Education Study Program of IAIN Palangka Raya in their English language skills.

### **E. Scope and Limitation of the Study**

The population has been investigated in this study is the students at the English Education Study Program of IAIN Palangka Raya generation 2015 to 2017.

The limitation of this study focus on investigating the influence of social media sites toward students' English language skills. Specifically, to know the most common social media sites that can influence students' English language skills. Also, to investigate how much the influence of social media

sites toward students' English language skills. It only focused on social media sites such as Facebook, Instagram, and YouTube.

#### **F. Significances of the Study**

The study has two significances namely theoretical significance and practical significance.

##### **1. Theoretical significance**

Theoretical significance of this study especially for the researcher is to provide more evidence and clarity concerning the influence of social media sites toward students' English language skills and clarify the positive influence and negative influence of the use of social media sites among the English learners.

##### **2. Practical significance**

The result of this study can give the contribution to the lecturers, students and future researchers in learning. The lecturer can apply the result of this study to be additional learning sources in English language learning. Through this research also, the students can apply social media sites as the additional learning sources.

The last, for the future researchers, this study can give profit to investigating the influence of social media sites toward students' English language skills with different method or approach.

## **G. Definition of Key Terms**

To avoid misunderstanding of the concepts in this study, some definitions are provided as below:

### **1. Influence**

According to Badudu Zain (2001), “influence is a power causes something to happen, in the sense of something that can change something else in other words influence is the cause of something happening.”

### **2. Social Media Site**

According to Nations (2017), the “social” part refers to interacting with other people by sharing information with them and receiving information from them. The “media” part refers to an instrument of communication, like the internet (while TV, radio, and newspapers are examples of more traditional forms of media). So, from these two separate terms, he pulls a basic definition together: Social media are web-based communication tools that enable people to interact with each other by both sharing and consuming information. (Nations, 2017)

### **3. English Language Skills**

According to the Collins English Dictionary, “language skills mean the ability to use language.” So, English language skill can be defined as the ability to use English language.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter reviews the understanding theory used in the study concerning with the influence of social media sites toward students' English language skills. To be more specific, this review provides some previous studies, the definition of social media sites, demographic information, students' background on Internet, four language skills in English, and the influence of social media sites in English language skills.

#### **A. Previous Studies**

There are several studies related to this research. The first, a study conducted by Alfahadi (2017, p.105-112) about The Role of Social Media Sites in The Enhancement of English Language Learning at the University Of Tabuk. The result of the study indicated that social media sites can be incorporated in the EFL syllabi as teaching and learning aids because they contain a huge combination of sound, text, and videos where students can comment and get direct remedial feedback. The study also finds that YouTube is the most common social media site that the students at Tabuk University use to practice the English Language. The subject of the research is all first-year students from the faculty of Arts and Sciences. The purpose of this study is to investigate how social media sites can improve English language skills among Tabuk University students and to determine the most common social media sites are that the learners use in order to practice English language skills.

The method of research is descriptive. Data sources of the research is a questionnaire. The data were obtained by using questionnaires. There were sixty copies of a questionnaire have been distributed. For the first question of the study, he divided the items - from 1 to 12 - into three sections; each representing a factor that helps in responding to the question. The first section is about the ease of blogging on social media sites, the second section is about the ability to practice English language skills on social media sites, the last section is about the incorporation of social media applications in English language pedagogy. Then, for the second question, he asked the respondents directly about the most common social media site that helps them in improving their level in the English language. The result of study showed that YouTube is the most common social media site that helps students in improving their English language skill.

The similarities with this study, research problems, and data sources are same. He used questionnaires to obtain the data. Then, the difference from this study, In Alfahadi's questionnaire, there is no demographic information and students' background in Internet.

The second, a study conducted by Al-Sharqi & Hashim (2014.p.65-87), about University Students' Perceptions of Social Media as A Learning Tool. The subject of the study was 2,605 full-time undergraduate students who were randomly selected from various colleges of King Abdulaziz University. The target students represented a homogeneous mix (male or female), different age groups (20 years and older or younger than 20 years of age). The results

indicate that a moderate majority of KAU students are using social media tools in their learning and have the desire to integrate social media as a tool in their learning at university. The study also reports gender significant differences on preferred social media tools and purposes of social media usage. The findings support the advantages of social media in learning and do not indicate any obvious disadvantages. Such findings can encourage academic planners and instructors to adopt and implement social media tools in the learning context.

In their research, the study used both primary and secondary sources of data. The secondary data were from the literature review and the primary data were collected through a questionnaire. It is similar to this study; Questionnaire also used as a data source in this study. In addition, the literature review from some journals that relate to the topic also will be used in order to reinforce the data. For the differences, in their research, they also investigate students' perspectives on the benefits of social media use in learning and the students' views on the negative aspects related to social media use in learning. The study differs from this study; in the questionnaire, Al-Sharqi & Hashim have four parts whereas in this study, the researcher only has three parts.

The third, the study has done by Helou, et al., (2017, p.7-15) about Students' Perceptions of Social Networking Sites Influence on Academic Performance. The subject of the research is selected students from the Faculty of Computer Science and Information System, University Technology Malaysia Skudai campus students. The study aims to obtain students' perceptions on how social networking sites impact their academic



performance. The method of research is quantitative survey research. Data Sources of the research are questionnaire and observation. The result of the research presented to actually know the positive and the negative perception of each participant in the study and in the end find out whether the influence on their academic performance is negative or positive. The result shows social media have affected students' academic performance. Through the use of social media site, students can share information and resource materials. Social media also build a student-lecturer relationship. It gives positive effect in students' academic performance. The result of this study also shows social media improve their academic performance.

In his research, the similarity is about the method of the research. He used quantitative survey research. It is similar to this study. Data Sources of his research were questionnaire and observation. Differ from this study; questionnaire and documentation used as the data sources.

The fourth, a study conducted by Tasir et al., (2011, p.70-71) about Students' Perception towards The Use of Social Networking as An E-Learning Platform. The finding of this study indicates that students' satisfaction of current E-learning system was in a moderately positive. Students can adopt social networking as an e-learning platform and can require all of the skills for effective use of social networking tools. From this study, there is the significant difference between male and female students in the required skills of using social networking tools. Female students appeared to be more skillful and ready for using social networking tools than male students. From their



research finding, they concluded that students preferred social networking as an e-learning platform, where it can provide them more interactive features than the current e-learning system. A quantitative research design based on a survey method through questionnaires have used. The questionnaire consists of four sections; 1) students' perceptions of university existing E-learning system. 2) Students' opinion on adopting social networking tools. 3) Students' skills in using social networking tools. 4) Demographic data of respondents. The population of the study is 600 students of the final year undergraduate students in one of the faculties in a Malaysian university. The age of the respondents ranged between 20 to 27 years old. 234 students have randomly selected.

The difference of this study, they focused on the students' perception of existing E-learning system, students' opinion on adopting social networking tools, and students' skill in using social networking tools view whereas in this study, the focus is about the influence of social media site toward students' English language skills. The similarity from this study, the method, and the instrument research that they use is same with this study.

Fifth, a study conducted by Zgheib & Dabbagh (2013, p. 292-302) about Exploring Perceptions of Faculty and Students' Use of Social Media in Higher Education. The results of this study revealed that faculty and students perceived social media as playing an important role in extending learning beyond the classroom, triggering students to use new technology, giving the students an opportunity to reflect on their learning, and most importantly facilitating and enhancing students' learning. The study was conducted using

the mixed method, to identify the “What” of social media using quantitative methods and the “how and the “why” using qualitative methods. The populations were five faculty members and their respective students, 152 in total, who are enrolled in the courses in which social media tools were used. Participants of this study were purposefully selected “to provide information that is particularly relevant to the research questions and goals, and that can’t be gotten as well from other choices” They were selected based on their experience in using social media, and the different disciplines they teach which included languages, education, and humanities. Data collection was used through faculty interviews and student surveys. They concluded that the study compared faculty and students’ perceptions about social media as learning tools, and it reinforced findings from previous quantitative studies that social media has a positive impact on student learning and engagement. They also have suggested levels of learning that students engage in through social media-based learning activities. More qualitative research is needed to analyze students’ level of learning in using social media for educational purpose as well as a comparison of how different social media tools are being used.

The difference of this study, they focused on the faculty and students’ perceptions about the use of social media in higher education and mixed method were use whereas in this study only used the quantitative method. The similarity from this study, they have investigated the role or value of social media use for learning.

Sixth, a study has done by Khan et, al., (2016, p. 590-603) about The Role of Social Media in Development of English Language Vocabulary at The University Level. The result reveals that social media plays an important role in vocabulary development of English learners at university level like it facilitate the English learners to learn new words and vocabulary suitable for them in the ability of English language learning, it easy for English learners as compare to books reading and other text materials while going to library and get books related to vocabulary development. They also stated that the learners may use social media sources like Facebook, Twitter, Flickr, YouTube, WhatsApp, and other so many tools of social media to improve their vocabulary of English language not only in text form but the learners may see the pictures of things through online media. The subject of the research is all teachers who were teaching English at the graduate level at university. The sample of the study is 36 University teachers selected via random sampling technique. The purpose of this study is to identify the role of social media in vocabulary development, to highlight the views of university teachers regarding the use of social media in vocabulary development of English language, and to make implementable suggestions for integrating social media in vocabulary development of English language at university level. The method of research is descriptive. The research instrument is the self-made questionnaire.

The difference of this study, they focused on the teachers' view whereas in this research, the focused was on the students' view. In addition, their study

only focused on vocabulary development. The similarity from this study, the instrument research that they used is same with this study.

Based on the previous studies above, it can be concluded that social media site give students more positive influence than negative influence in academic performance, particularly in English learning. The most students also want social media site can integrate as tool learning.

#### **B. Definition of Social Media Sites**

According to Nicole, Social media is social. It requires actual interaction and allows people to give and take information or idea. It belongs to two-way communication. Two-way communication is when one person is the sender and they transmit a message to another person, who is the receiver, they send back a response, acknowledging the message was received. Two-way communication always includes feedback from the receiver to the sender and the sender can know the message has been received accurately. Social media permits the sender and the receiver to be actively involved in the transmitting of messages and giving feedback.

According to Nations (2017), the “social” part refers to interacting with other people by sharing and receiving information with them. The “media” part refers to an instrument of communication, like the internet (while TV, radio, and newspapers are examples of more traditional forms of media). So, from these two separate terms, he pulls a basic definition together: “Social media are web-based communication tools that enable people to interact with each other by both sharing and consuming information.” (Nations, 2017)

Based on speckmediainc.com, “Social media are computer-mediated tools that allow people to create, share or exchange information, ideas, and pictures/videos in virtual communities and networks through the internet.” According to Michael Dewing (2012, p.1), “The term ‘social media’ refers to the wide range of Internet-based and mobile services that allow users to participate in online exchanges, contribute user-created content, or join online communities.” He adds that social media open up new ways for collaboration and discussion, social media also can be used anywhere, at any time, so long as internet connection is available. (Dewing, 2012, p. 2)







According to Social Media Policy that stated in Debra Ferdinand’s research, social media refers to “A set of online tools that support social interaction among users”. Internet users may implicate some civitas academics such as the teacher, lecturer, student, and faculty. (Ferdinand, 2013, p.2)

Analogously with some definition above, it can be concluded that social media site is one of the communications technologies which can be place or platform for people to make a connection with other people by chatting and sharing information or knowledge although they live in different city or country. Social media also is very useful in education. It makes students interest in the learning process. Moreover, people can use social media everywhere and anytime so long as they have internet access.

Based on Socialmediatoday.com, active social media users worldwide on January 2017 is about 2.8 billion. The chart illustrates the monthly active users and users spend the time on social media.



Table 2.1. Social Media Statistics 2017

Social Media Statistics – 2017				
Social Media	Monthly Active users	Gender	Ages	Time
	1.9 Billion	83% of online women 75% of online men	 18-49 years old	75% of users spend 20 minutes or more on Facebook everyday
 <b>INSTAGRAM</b>	600 Million	38% of online women 26% of online men	 90% of instagram users are under 35 years old	53% of Instagram users follow brands
	1 Billion	55% male 45% female	 18-49 years old	~2 Million video views per minute

### 1. Facebook

Roblyer et al., (2010, p. 134-135) states that “Facebook is one of the latest examples of communications technologies that have been widely-adopted by students and have the potential to become a valuable resource to support their educational communications and collaborations with faculty.” In early 2004, Facebook was created by Mark Zuckerberg when he was a student at Harvard

University. The general concept of Facebook is to allow students not only to share one another's photos but also to make interaction each other.

Mariam Ghaleb Ibrahim in his thesis clarifies that the name of the social media site "Facebook" stems from the colloquial word 'face' and 'book'. The word 'face' means what you first see of the body in front of you. It is the clearest part of the body that gives you an indication of what is the person in front of you like which is related to the social field. The word 'book' is related to the academic field. So, he concludes the word 'face' has social roots and the word 'book' has academic roots and Facebook can be used for achieving academic purposes in improving the learners' writing. (Ibrahim, 2013, p.5)

Facebook is one of social media site that has made by Mark Zuckerberg which has a function in the social field and academic field. It can increase social interaction among people. It also can help teaching and learning process in attainment academic purposes. Before use Facebook, users must register first. They can create their personal profile with entering their E-mail. If the user has created their own account, they can easily add other users as their friends. They can make a friend as much as in round numbers 5000 peoples locally or abroad. They can share everything that they want relating to their feelings and exchange message by chatting. They also can join in users groups, organized by people, workplace, corporate, school or University, or other characteristics that they want.



## **2. Instagram**

Instagram is currently one of the most popular social media site in the world with over 800 million monthly active users, 250 million daily stories actives, and 500 million daily activities (Instagram Press, 2018).

According to Boyd and Ellison (2007), “Instagram is defined as a SNS as it allows users to create a public profile, connect with other users’ profiles, view theirs and other users’ connections within the site and share events in their everyday life in real-time”. (Kelly, 2015, p.8)

Instagram users can make a connection by following other people. They can follow the writer, educator, actor, and other people who can give positive effect to them. By following each other’s users, it enables them to view the content posted on the profiles that they have followed. They can give ‘likes’ or give respond in the column of comments. Instagram users also can send a message each other using ‘Direct message’ privately. The latest version of Instagram has a new feature which provides user to share their activity with many funny stickers and GIF which called “Snapgram”.

The focus of Instagram is for users to post individual images or videos with a description on their profile. Therefore, Instagram seems to provide an ideal environment for L2 learners to produce descriptive writing. (Kelly, 2015, p.1)

## **3. YouTube**

The web-based platform YouTube was created by former PayPal employees on February 14, 2005 (Jefferson, 2005) and was acquired by Google in 2006. YouTube is a popular video sharing website where registered

users enable upload, share, and watch videos with other people around the world easily. It contains thousands of educational, entertainment, political, medical, and historical videos. It easy to find videos that appropriate with people's need. They just go on search column and type the title of the video that they want to watch. According to Jalaluddin, (2016, p.1)

YouTube is a website that shares a different kind of videos such as video clips, TV clips, music videos, movie trailers, and other content such as video blogging, short original videos, and educational videos. YouTube allows users to upload, view, rate, share and comment on videos.

In Muna's research, Prakoso says that YouTube can access for everyone in community. It has some profession account. The profession accounts that existing on YouTube are comedians, directors, teacher, musician, non-profit organization or activities, politicians, and reporters. In addition, in this era there are many people use YouTube to share their activities, knowledge, and information. Therefore, YouTube is available for everyone who search and watch videos in many differences professional. (Muna, 2011, p.14)

### **C. Demographic Information**

Demographics are characteristics of a population. Characteristics such as race, gender, age, education, profession, occupation, income level, and marital status are all typical examples of demographics that are usually used in survey research. When designing a survey, the research needs to assess who to survey and how to report overall survey response data into meaningful groups of respondents. (DeFranzo, 2012)

A social media research in U.S. higher education has shown that most young adults (18-29 years) use social media sites, teaching online more likely to use social media, younger faculty lead in the use of social media in teaching, and blogs, wikis, podcasts, and videos frequently used in teaching by faculty. (Ferdinand, 2013, p.18)

The result of study Pempek et al., show females had a larger number of friends than males on the social media site (Thoene, 2012, p.11) According to Budden et al. (2007) “females spend more time on social media sites than males”. However, Gerlich et al. did not find any statistically significant differences between gender usages of the Internet or social media site. (Thoene, 2012, p.12) Furthermore, Shohrowardhy & Hassan find that male students are more prone to use social networking than female students. (Shohrowardhy & Hassan, 2014, p. 464)

#### **D. Students' Background In Internet**

Students' background in internet includes the time for the student in using Internet and social media. According to Al-Sharqi & Hashim's study, the result shows that students are familiar and immersed in the internet and social media site. The majority of students use the Internet for more than 10 hours per week (31.4%). They have personal social media accounts for at least one year (53.7%) Students access them for at least 6 hours per week (31.4%) and feel confident in their skills in dealing with social media. More than half of the students prefer to use social media in both Arabic and English languages. (50.8%) A high majority of students use social media in their studies for one

or more courses at King Abdulaziz University (36.5%), with a similar proportion wanting to integrate social media as a tool in their learning at university. (66.1%) The result of their study also indicated that students are aware of the advantages with the mean score around 3.77 that represents agreement and disadvantages with the mean score around 3.00 that represents unsure of using social media in learning. (Al-Sharqi & Hashim, 2016, p. 73)

In Mwadime's research, Rideout, et al., (2010) reveal recent reports find that youth spend nearly 10 hours per day using some form of technology with socially networked media playing a large role in their daily lives. Lenhart et al., (2007) state that "Teenagers are among the most avid users of technology in general and social network sites in particular." Neelamalar & Chitra's study (2009) find out that 95% who are members in one or more social networking sites spend the varying amount of time from less than an hour to five hours every day in social network sites. They also find out that 95% of the youth found the social networking sites as a platform for reconnecting with lost friends, maintaining existing relationships and sharing knowledge, ideas, and opinions. (Mwadime, 2015, p.3)

#### **E. Four Language Skills in English**

In English, there are four skills in the language. They are reading, writing, listening, and speaking. All of them are interrelated from one another. Someone who masters four skills of English will master English in actively and passively (Solahudin, 2008). According to Douglas Brown, "Research and practice in English language teaching have identified the "Four skills" –

listening, speaking, reading, and writing– as of paramount importance.” (Brown, 2000, p.244) The four skills of language are a set of four capabilities that allow an individual to comprehend and produce spoken language for proper and effective interpersonal communication (Morehouse, 2017) All of these skills should be mastered by students in order to achieve learning English language aims. According to Christina Martin, to achieve four basic language skills, students need to surround themselves with English: make English part of student life at home, at school/university, at work, during their free time. (Martin, 2017)

### **1. Writing Skill**

According to Brown (2001, p. 336), writing is a thinking process. He stated that writing can be planned and given with an unlimited number of revisions before its release. Elbow (1973) in Brown (2001, p.336) also stated that writing is a two-step process. The first process is figuring out the meaning and the second process is putting the meaning into language. In addition, Rivers (1981, p. 294) stated that writing is conveying information or expression of original ideas in a consecutive way in the new language. Writing skill is also known as a productive skill. It is important for the student in learning the English language. Through the mastery of writing skill, students can communicate their ideas, feelings, and emotions to others. For some people, communicating in written words is easier than communicating by speaking. People who have difficulties in communicating orally will be helped by the media writing. In addition, to



assist the communication process, good writing skill will help learners to acquire better jobs. Thus, it can be said that the skills writing is very important to the students. According to Khan & Bontha (2014), “Writing is the most difficult skill compared to the other main language skills”.

## **2. Speaking Skill**

Speaking skill is known as a productive skill. It requires people to use the vocal tract and brains to correctly produce language through sound. Speaking is used to communicate with others, extend information, convey ideas or feelings and make relationship among people in the world because it is one of the important abilities to carry out conversation. According to Ur, (1996, p. 120),

Speaking seems intuitively the most important: people who know a language are referred to as ‘speakers’ of that language, as if speaking included all other kinds of knowing; and many if not most foreign language learners is primarily interest in learning to speak.

Speaking English is not easy and not simple, because the speaker should also master several important elements, such as pronunciation, grammar, vocabulary, fluency, and comprehension. However, Brown and Yule (1983, p.4) said that “Most speakers of English produce spoken language which is syntactically very much simpler than written language. The vocabulary is usually much less specific.” Brown & Yule (1983, p.25) also stated “Spoken language production is often considered one of the most difficult aspects of language learning for the teacher to help the student with”. English learners should have the capability of English

speaking in order to communicate with others. Speaking skill mastery is very important to be mastered because it can help English learners to communicate with the others who use English as their mother language and also since English is being an International language now. English is very important in our life. Not only it is used for communication with people in the world but also it is used for getting better jobs or work in the future.

### **3. Reading Skill**

Reading skill is a receptive skill. It requires people to use eyes and brains to comprehend the written equivalent of spoken language. According to Grabe & Stoller (2013, p.1) "Reading is the ability to draw meaning from the printed page and interpret the information appropriately." They also mention the purposes for reading are; to search for simple information, skim quickly, to learn from texts, to integrate information, to write (or search for information needed for writing), to critique texts, and for general comprehension. (Grabe & Stoller, 2013, p. 6) Ur also stated that reading means not only can read the words but also know the meaning of the text. Reading is merely decoding-translating written symbols into corresponding sounds. (Ur, 1996, p.138) Ur added people need to understand some word in order to understand the meaning of a text, no means of the whole of text, but people may 'skip' or misread words in order to make sense of the whole more quickly. (Ur, 1996, p.140)



#### 4. Listening Skill

Listening skill is known as a receptive skill. It requires people to use ears and brains to comprehend language as it is being spoken to us. It is the first of two natural language skill, which is required by all-natural spoken languages. (Morehouse, 2017)

Nation & Newton (2009, p.37) in their book stated “Listening is the natural precursor to speaking; the early stages of language development in a person’s first language (and in the naturalistic acquisition of other languages) are dependent on listening.” They also stated that listening is the way of learning the language. It gives the learner information from which to build up the knowledge necessary for using the language. When this knowledge is built up, the learner can begin to speak. The listening the only period is a time of observation and learning which provides the basis for the other language skills. (Nation & Newton, 2009, p.38)

According to Douglas Brown, the listener characteristics of proficiency, memory, attention, affect, age, gender, background schemata, and even learning disabilities in the L1 all affect the process of listening. The studies tend to agree that listening, especially for academic and professional context, is a highly refined skill that requires a learner’s attention to a battery of strategies for extracting meaning from texts. (Brown, 2000, p. 248) One of the principles for designing listening techniques is use techniques that are intrinsically motivating students. Appeal to students’ personal interests and goals. Background information

is an important factor in listening, it takes into full account the experiences, goals, and abilities of the students as design lesson. The cultural background of the students also can be facilitating and interfering in the process of listening. (Brown, 2000, p. 258)

#### **F. The Influence of Social Media Sites in English Language Skills**

According to Badudu Zain (2001), "Influence is a power causes something to happen, in the sense of something that can change something else in other words influence is the cause of something happening." Based on W.J.S. Poewadarminta's opinion, the definition of influence is "A power which exists in something that is capable of giving change to others." Influence means a causal relationship between the first state and second state. The first state affects the second situation (Arikunto, 2006, p. 37)

From some sense "influence" above can be concluded that influence is something that has ability in affecting people or an event. Thus, in this research, the researcher investigated concerning how much the influence of social media sites toward students' English language skills.

##### **1. Positive Influence**

Social media site has given positive influence in education particularly in English learning. Social media fulfills the enthusiastic of young generation user especially university student. They can use social media to share the important moments of their lives or to share their ideas, opinions, and beliefs freely and quickly with their family, friends or colleagues. (Akbari, et al., 2012) It plays an important role in every

student's life. The student is simpler to access and provide information. Also, social media makes easy for student to communicate. Teachers and students can connect each other and use this site for working in their education. In a survey by Babson survey research group and Pearson, 4,000 teaching faculty from all disciplines in higher education, representing U.S. higher education professors, examined both the personal and professional influence of social media. According to the report, key findings were 64.4% of faculty use social media for their personal lives, 33.8% use it for teaching and 41% for those under age 35 compared to 30% for those over age 55 reported using social media in their teaching. (Gupta, 2015) The data finding of Aydin & Arslan's study has shown that the individuals take advantages of social media platform in their free time. They added that the individuals use these websites in order to follow, to plan, and to announce leisure activities. (Ayding & Arslan, 2017)

The result of Alfahadi's thesis indicated that it is very easy to students to log into social media sites because most of the students have smartphones connected to the internet, so they can use these devices anywhere and at any time. ( $\bar{X}=4.50$ ) Also, Social media has enabled them to communicate with a larger number of people all over the world in a way that they could not do locally. The finding also showed that students can correct their mistakes when they are practicing English language skills online. Therefore, students get many benefits from these sites, where they can practice listening, speaking, reading and writing

without fear of committing mistakes or being embarrassed among their classmates ( $\bar{X}=3.83$ ). Most of the respondents have positive feelings about the incorporation of online networking sites in the English language syllabus as aids of learning and teaching. ( $\bar{X}=3.57$ ) (Alfahadi, n.d., 2017, p.109-112)

In Kelly's dissertation, Prichard (2013) reveals that "Social media sites can be used to develop the four English skills such as writing, speaking, reading, and listening, in addition to the development of vocabulary, grammar, and sociopragmatic awareness skills." Furthermore, Harrison & Thomas (2009) say that "Social media sites also provide learners with the ability to engage in meaningful social and cultural exchanges with native speakers and other L2 learners" (Kelly, 2015, p.12). Sophia also states social media has a very important role in education. Social media has change education sector very much. Schools, colleges, teachers and student, all of them use social media for getting connected with each other. Colleges create social media accounts to connect with students and to market their college. (Sophia, 2015)

According to Ramirez (2015), Teenage students mostly have online accounts. It helps to develop student confident particularly to the student who has high anxiety in learning inside the classroom. The teacher can also follow students' online activities and even enhance the learning process by commenting on some issues on the students' wall. Social media is greatly improved college and university students in learning and

teaching process with online communications and it is relevant to enrich the classroom experience. She also states that the most educational institutions already exposed students to the social media. If the student can be used it well, lots of advantages can be reached. The student also can make projects immediately and enhance their critical thinking capability by participating in scholarly forums, share information quickly to friends and be socially aware of international happenings, news, and current events. (Ramirez, 2015)

According to Hester, a teacher at Langports' Gold Coast campus, using social media can make students more confident to practice their English without feeling worried or afraid of it. People who were they list friend can correct their mistakes in writing (Hester, 2012). Most students use social media sites to keep in touch with friends locally and abroad. Social media sites serve the primary purpose being a medium of communication. Social media sites also being a platform for students to meet people and make friends to share common interests or simply to socialize. (Ferdinand, 2013, p.18)

According to Blair & Serafini (2014, p. 29)

Some of the most commonly used social media applications can be integrated into the ground or online classrooms to promote achievement. By applying the following tools in core learning areas, educators can capitalize on users natural habits with these tools

Amaka (2013) also stated that Social media is a vital tool for learning. Most students are endeared to social media, so teachers and



learners could take advantage of this fact and use social media as a platform for communication, learning, and collaborations. According to Adamson (2012),

Social media networking systems are an important tool for learning and should be used for this purpose more extensively. Due to the fact that both students and some lecturers are familiar with social media networking systems, they should take advantage of this and use social media networking systems as a platform for communication, learning, and collaboration, as well as sharing ideas and topics of interest.

Thouesny and Bradley (2011, p.10) also mentioned that

The proliferation of the Internet, social networks makes students involve in highly engaging activities in their everyday lives. Students use the vast web-based knowledge resources to read and write in foreign languages; chiefly on the Internet the language usually use is English.

According to them, students can complete their skills by looking for information and construct knowledge, also in participating in the world. The use of social media sites has a significant effect and gives many advantages in learning and teaching process. Certainly, the students need more practice to make their English language skills better. Practice is the key to acquire and master a foreign language. Practice it as much and as often as possible. (Martin, 2017) Everything will be easily achieved so long as students have the high desire and work hard in reaching the result. By practicing continuously, students can utilize social media as a tool for learning. Social media can be the best place to practice their English because there are many native speakers whom can be found in supporting their English language mastery.

In Zafar's study, Hoy & Milne (2010) state that social media sites can help educators and learners have the opportunities to interact online and use their accounts to convey feelings, thoughts, or ideas and form a personalized online social group in which they can come together to freely discuss and identify learning issues and problems and make discussion to influence learning pace and skills. (Zafar, n.d., 2016, p. 9) According to Drašković, et al., (2017, p. 61) "Students consider social media as a useful tool that can increase the level of communication with the lecturers." Social media can be a platform to make a good relationship among educators and learners. Both of them can utilize it to increase their connectivity.

In the study of Helou et al., Hence proposes that internet is advantageous to both students and teachers if used as a tool of knowledge creation and dissemination. (Helou et al., 2012, p.9) Furthermore, in the study of Tasir et al. Awodele et al., have found that the level of participation, interaction, and collaboration within the students and lecturers has also increased with the use of social tools in E-learning. (Tasir et al., 2011, p. 71)

The data findings in Zgheib & Dabbagh's research show students collect information from different resources through social media tools which follow them to share their perspectives and read about others' perspectives. Social media also allow students to evaluate their learning. It makes students learn more in courses that engage them in social media



activities. Both faculty and students believed that social media gives students ease of access to material where they can refer back to assigned material and read each other's work or contribute to an online activity. This ease of access creates a sense of immediacy. Students explained that how easy to write about how is feeling at the exact moment through social media. Also, collaboration and sharing perspectives that are facilitated by social media play an important role in students' awareness of each other's work. Likewise, students found a great value in sharing perspectives and learning about their peers' perspectives through social media which encouraged peer learning. (Zgheib & Dabbagh, 2013, p. 298)

**a. The Influence of Facebook in Writing and Reading Skill**

According to Yunus & Salehi (2012, p.87), "Facebook is an effective tool for improving the students' writing skills, especially in the brainstorming of ideas before the actual writing". In this way, it can be seen that the Facebook give positive influence for students in their writing skill. Sakkir, et al., (2016, pp. 170–171)) mentions that

Facebook is very popular among the people of the world that used to make friends, share thoughts, chat, market products and campaign. With Facebook, students can obtain the needed information or knowledge easily. The students believe Facebook can be utilized as an online environment to facilitate the learning of English.

Based on their observations and informal interviews conducted with learners, almost of all learners have a Facebook account and are active users. Some features of Facebook like a wall, notes, upload

picture or video, and chat can actually be used in learning activities, including learning to write. So, Facebook can be used to develop writing skill. Students can express their opinions in writing by given comment on the post that they have read. Facebook also makes students easier to find a medium of learning. Certainly, the medium of learning must be selected and must appropriate to the students' needs.

According to Atam Sharma, Facebook offers the great chance to write about students' want including their likes, dislikes, goals, favorites, quotes, ambitions and others. Students can also write long or short messages on other people's "wall" and read other notes which their friends have written. Students also can read news, stories and other literature which people frequently post. In professional colleges, students are often required to read passages to test their comprehension. The great thing about Facebook is that there are also pages and groups set up dedicated to learning English, such as BBC Learning English and English Language Practice. Both of these provide an interactive place for students to gain useful information with sites like BBC Learning English. The UK College of English Facebook page is another site which also shares helpful information such as different ways to say common expressions. Like and interact with these pages will make students' English skills come on significantly without even realizing it. (Sharma, 2016)

A study of Sakkir et al., the data finding showed that social media is useful for learning writing English (64.28%). The student can be motivated by the use of social media (64.28%), and they can increase their English writing skill through the use of the social media (64.28%). The student also can increase their communication skills by chatting with native speakers of English on social media (42.86%). Social Media tools can be used for learning writing English purposes (64.28%). Most of the students also indicate that the social media can replace textbooks (59.52%) and easy to find and share materials on it (33.33%). The average of the data finding above showed that the students' agreement (Sakkir et al., 2016, p. 172).

According to Kabilan, et al., (2010) "Facebook can be used by learners to get opportunities for writing practice and increased motivation to post using English." Based on Ibrahim's research, the result show that there were effective and obvious effects in using Facebook on improving the students' writing skills especially in mechanics of writing (capitalization, punctuation and spelling) and usage (word order, and subject-verb agreement). (Ibrahim, 2013, p.55) In Ibrahim's study, he collected data through analyzing an English proficiency writing test which was classified into three domains (mechanics of writing, usage, and sentence formation). He implemented the Pre-Test and Post-Test into control and experimental group. The Pre-Test was applied before using Facebook

and the Post-Test was applied after using Facebook. The result of mean score of Pre-Test in experimental group was only 20.7. Then, on the Post-Test, it improved to be 23.4. It has proven that using Facebook for improving the students' writing skills of the experimental group had a positive effect on the achievement of the students. The result indicated that there was a great effect of using Facebook on improving the students' writing skills. Whereas, in control group, the result of mean score of Pre-Test was 20.70 and the result of mean score of Post-Test was 21.10. It showed there were no statistically significant differences in using Facebook on improving the students' writing skills.

A study by Nolan, the result showed that Facebook increase students' chance to read English with the mean score of 3.55, make students familiarize with reading English with the mean score of 36.21, and make students read faster with better understanding with the mean score of 3.19. (Nolan, 2011, p.16)

From some research findings above, it can be concluded that Facebook give positive effect in education particularly in writing and reading skill. It motivates students to write more without fear making mistake and also increase students' confidence in writing. Facebook also increase students' interest to read English text. It also can be platform to find and share materials that related with English learning.

### **b. The Influence of Instagram in Writing and Reading Skill**

Instagram provides some features for learners to have opportunities to read and write through upload an image or picture with some descriptions that relate with the picture that they want to upload. They also can give comments on others' post. In addition, there is a direct message, so the learners can exchange message from this feature. According to Kelly (2015, p.12),

The key features of Instagram appear to improve learners' descriptive writing. However, Instagram has a limit of 2200 characters per post or comment. Learners are encouraged to write at length and this may result in different interactional patterns. This larger character capacity also provides students with the opportunity to improve the structure, coherence and thematic development of their writing.

The limit of Instagram character of the text can be boosted the learners to write well because they may think much about the structure and coherence so it will develop their writing also develop their thinking.

Kabilan et al., (2010) in their research mention that "Reading the posts of native speakers of the target language on social networking site has also been found to improve reading skills and absorption of the target culture." More often learners read the post of native speaker, it will make learners faster to improve their reading skill. In addition, if learners can comprehend with the text, they can find and get new vocabularies from the text that has uploaded by native speaker. So, it also will improve their vocabularies.

Based on Kelly's research, the data findings show using Instagram has affected participants' descriptive writing ability and their attitudes towards Instagram as an interactional learning tool. He concludes that using Instagram develops learners' vocabulary control and grammatical accuracy, Instagram use yields mixed results regarding how it affects the structural aspects of learners' writing and Elementary to pre-intermediate learners benefit more from using Instagram. He also concludes that learners exhibit positive attitudes towards the use of Instagram to improve their descriptive writing proficiency, motivation is increased by receiving corrective feedback and connecting with other learners and native English speakers online, individual learner identities influence attitudes towards privacy issues. (Kelly, 2015, p.66-67)

From the data findings of Kelly's study, the students have a good improvement in their writing skill. For example, David who has been his respondent showed the improvement. In pre-Instagram, there were some errors on David's writing that involved grammatical accuracy. Then, in the next posting Instagram, David's overall descriptive writing ability was enhanced by posting Instagram. Particularly, David's vocabulary range, coherence and thematic development improved, his grammatical accuracy marginally improved and his vocabulary control was unaffected. (Kelly, 2015, p.55)



A study from Irfan Zidny, shows that the use of Instagram in the teaching and learning process have influenced the students' writing skill significantly. Zidny (2017, p. 188-189) has concluded that

The students have made a good improvement on the aspects of content, vocabulary, organization, grammar, and mechanics. Instagram work well to improve their interest, focus, and proficiency in writing. The students more interest in the teaching and learning process and keep focus on the class. Students also have more opportunities to practice their skill using the social medium like Instagram. The effectiveness and the efficiency of the use of the social medium are not only occurred in the classroom. By using the media, teacher or lecturer can ask their students to practice their writing skill at home and monitor them through the media.

He used a classroom action research in conducting his research. The data collection instruments were observation checklists, interview guidelines, and writing tests. He implemented the Pre-Test, Progress-Test and Post-test. The mean score result of the Pre-Test was only 68.26. Then, the students were tested to write as Progress-Test. The mean score result of the Progress-test improved to be 84.6. After that, he evaluated the students' writing as Post-Test. The mean score result of the Post-Test improved more to be 87.69. It could be seen that the use of instagram were successful to improve the students' writing skill. It was proven by the mean score of the Pre-Test, the Progress-Test and the Post-Test. From Zidny's study above, it can be concluded that Instagram gives positive effect to the students. It helps students to practice their writing skill. The use of Instagram also makes students more interest and keeps focus on their



writing so that it makes a good improvement in their writing include the vocabulary, organization, grammar, and mechanics. In addition, the use of Instagram shows the effectiveness and the efficiency in teaching writing skill inside or outside the classroom. (Zidny, 2017)

According to Hyland (2004), “The new technology on ICT can affect the writing process, quality, and many other components of writing.” Technology such as social media site has the important influence in students’ writing skill. Most the students produce the written texts on social media such as Instagram. They may write their ideas or feelings followed by pictures which they uploaded. In line with Sharma’ opinion, she said that Instagram is the place that allows students to describe daily or most-famous moment through pictures and text. This is a great learning tool as because it is fun, interactive and anything written is usually accompanied by a picture helping the students to understand what’s being said. It also gives students the chance to put their experiences into words. (Sharma, 2016)

According to Harmer (2004), “Picture can help students develop their creativity in doing writing.” They can freely express their feelings. Zidny’s study also has proven that the use of Instagram can help students in developing their creativity in writing.

**c. The Influence of YouTube in Speaking and Listening Skill**

YouTube is one of social media sites that can influence English language skills particularly in speaking and listening skill. YouTube

contains many videos that will help learners in learning process.

According to Jalaluddin (2016, p. 1)

YouTube is regarded one of the most effective ways to achieve success in English classes. It can be used in English classroom for improving various skills such as listening, speaking, pronunciation and vocabulary etc. YouTube is a kind of a tool that can be very useful both inside and outside of the classroom to learn the English language.

From the study of Jalaluddin, the result show that YouTube not only influence learners in speaking and listening skill but also influence learners to develop their pronunciation and vocabulary. On YouTube, learners can learn directly from native speaker about how to pronoun the word well. There are many native speakers who have a good pronunciation that can be found on YouTube. The use of YouTube not only in the classroom, but it can use outside the classroom. According to Ebtesam Thabet Alqahtani, (2014, p.12)

YouTube is a free-of-charge, it makes easy for learners and teachers to watch and upload videos. Teachers from around the world can create their own channels on YouTube and can upload different educational videos that can find by many students. YouTube is a rich source of cultural authentic materials that can motivate students to interact in an educational capacity with popular cultures through English language videos.

Teachers and learners can access YouTube freely. Teacher may help learners in the world by uploading educational video. On YouTube, there are many native teachers who upload their video in order to teach English language. Learners easily can watch and

download their video. So, it makes YouTube become a rich source for learners to find the materials that relate with their learning.

Based on Alqahtani (2014, p. 13) research, he has concluded that

YouTube has tremendous potential in English language classroom instruction. The utilizing of YouTube videos in English classroom has improved students' English language skills especially listening comprehension skill by opening up a new world for more interesting and productive learning environment. Authentic videos of YouTube help students to learn and practice the language as it is used by English native speakers.

The result of his research showed that YouTube videos had great potentials in developing and improving EFL students' listening comprehension skills. It has proven that using YouTube videos had indeed enhanced EFL students' listening comprehension skill. After watching YouTube videos for two months, students of the experimental group performed better than the control group in the post-test. The mean score of the experimental group had increased from 6.79 in the pre-test to 9.86 in the post-test while in the control group score had slightly increase from 7.0 in the pre-test to 7.75 in the post-test.

By listening to the authentic video of YouTube, students can learn and practice the language which is using by a native speaker. According to AJ Hoge, if people listen a lot, they will learn new vocabularies and learn grammar. They will get faster and will understand better. Native speakers do not study with their eyes but they study with their ears by listening. Basically, most students learn

English with their eyes, most of them focus on the textbooks. (AJ Hoge, 2014) Through the social media such as YouTube, students can listen to songs, videos, news, and others that relate to their study in English. They can also download it easily using downloader application. It makes the learning process more interesting and productive. Jalaluddin (2016, p.1) mentions that

There are many short videos available on different English dialects. One of the main goals of learning the English language is not only to interact with native speakers but also with non-native speakers of English. YouTube provides an opportunity to interact with native as well as non-native speakers of English and also to know the different dialects and varieties of English spoken around the world.

From some videos on YouTube, students may learn some varieties of English dialects that exist around the world. Students have a chance to know some English dialects from different state. They also can explore different English culture. They can know the similarity or dissimilarity of some English cultures or dialect for the example British or American dialect and so on.

According to Brook (2011, p.37), "YouTube has been shown to be a tool that facilitates language learning and teaching and confidence building, as well as affords authentic, student-centered activities with increased participation." It related with Alimemaj (2010, p.10) statement "The real advantage of YouTube is that it offers authentic examples of everyday English used by everyday people". YouTube is a platform that facilitates language learning and

teaching and provides many authentic materials that created by people from around the world. It can increase students' confidence and participation in language learning and teaching. Because the video on YouTube makes students more interesting and it also makes students more active in the learning process.

YouTube videos have a strong effect on students' mind and sense. It can generate students' attention, concentration, and interest. YouTube videos also improve students' attitude toward content and learning, build relationship among other students and educators, increase students' understanding and memory of content, and also foster creativity and deeper learning. It also can inspire and motivate students, create memorable visual images and makes the learning process more fun (Berk, 2009, p.2). If students learn with some varieties videos, the information that they get will stay active in their memory.

Based on Alqahtani's research, the advantages of using YouTube videos in learning and teaching process are authenticity and student motivation can possibly be incorporated and enhanced by using YouTube. YouTube provides many features as a teaching tool freely. Using YouTube as a tool for the classroom will have a positive impact for students and educators. The data findings showed that using YouTube videos had enhanced Saudi EFL students' listening comprehension performance. After watching YouTube videos for two

months, students of the experimental group performed better than the control group in the post-test, which indicated their improvement in listening comprehension. Therefore, YouTube videos had great potentials in developing and improving students' listening comprehension skills. (Alqahtani, 2014, p.40-41) There are many benefits that educators and learners can get by using YouTube video. The previous study also shows that the use of YouTube video makes students have long-term memory.

A study by Muna also has proven that utilizing YouTube videos can enhance the students speaking skill. The improvement has proven by the data findings of his research. The data finding showed that there was improvement in the result of the pre-test and post-test. The average mean score in pre-test was only 37.22. Then, after he conducted YouTube videos in his teaching and learning, the result of the post-test increased to be 67.40. He stated that the students' performance on the pre-test showed that the student were unable express their idea easily, did not fluently in speaking, the sentences were ungrammatical, the vocabularies were limited, and mispronounced of English word. Then, after he conducted YouTube videos on his teaching and learning process, the result of the post-test showed the students' performance was better than on the pre-test. From the study above, it has proven that YouTube give positive influence to the students in their speaking skills.



## 2. Negative Influence

In Belal's study, the finding affirmed that digital social media has some negative influence. In the social media sites, students usually use short form in their writing and sometimes it reflects in students' academic writing and the teachers who has interviewed by her agreed with that fact. 67% teacher said the students use a short form of words, incorrect grammar and sentence structure in their formal writing. (Belal, 2014, p.4)

Al-Sharqi and Hashim (2016, p.84) have investigated dominant issues on disadvantages of using social media in learning. They highlight the potential problems in using social media as a learning tool such as increasing the addictive potential ( $\bar{X}=3.39$ ), distract students in studying ( $\bar{X}=3.24$ ), consume more time than the important topic ( $\bar{X}=3.21$ ), require more work and preparation ( $\bar{X}=3.06$ ), require formal training ( $\bar{X}=3.02$ ), and difficult to manage learning activities.

In Mwadime's study, the data findings from the respondents, 68.8% parents that were interviewed, felt that social media sites had a negative impact on their children. Both parents and teachers felt that the social media negatively affects the academic performance of students because many teenagers who are still in school spent their precious study time on the internet while the students felt that their academic performance was not directly affected by the social media influence. Sean (2012) also mention that

Students while searching and studying online get attracted to using social media sites and sometimes they forget why they are using the internet. This wastes their time and sometimes students are not able to deliver their work within the specified time frame.

According to Uk (2013), there are some negative effects of the using of social media sites which cyber bullying and decreased social interaction in real life. The data finding of Helou et al's study showed that certain students' perception of the use of social media site should not be linked to education.

From the explanation above, it can be concluded that social media have the positive influence and negative influence, especially in education. However, the negative influence can be reduced if teacher and student can utilize it properly. Social media will give a lot of advantages. The influence of social media in education can help teacher and student in increasing teaching and learning process. Social media also can build a good relationship between teacher and other students by online communicating. Social media can decrease students' anxiety level in English learning, in other words, social media increase student confident in English learning inside and outside the classroom. Also, for college or university, social media help them in marketing their college. But if social media is used wrongly, it will be harmful to the student. So, it depends on the students in using social media site. To avoid decreasing social interaction in real life, students need to balance the social interaction in social media and in their real life.

## **CHAPTER III**

### **RESEARCH METHOD**

This study has been investigated the influence of social media sites toward students' English language skills. The subjects are investigated was the student at the English Education Study Program of IAIN Palangka Raya. The purposes of the study are: 1) To know the most common social media sites that can influence students' English language skills. 2) To investigate how much the influence of social media sites toward students' English language skills at English Education Study Program of IAIN Palangka Raya. This chapter discussed the method of the study related to research design, population and sample, research instruments, data collection procedures, and data analysis procedures.

#### **A. Research Design**

The research design used in this study was quantitative research design. According to Donald Ary et al., (2010, p. 421) "Quantitative research more typically relies on measurement tools such as scales, tests, observation checklists, and questionnaires." Quantitative research is explaining phenomena by collecting numerical data that are analyzed using mathematically based methods. The type of this research design was survey research. According to Donald Ary et al., (2010, p. 372) "In survey research, investigators ask questions about peoples' beliefs, opinion, characteristics, and behavior." They add "A survey researcher want to investigate associations between

respondents' characteristic such as gender, age, education, social class, race, and their current attitudes toward some issues.” So the purpose of survey research is to investigate peoples' beliefs, opinion, behavior, and characteristics such as gender, age, education, social race and their attitudes concerning some matters. It has been chosen because the aim of this research was to investigate the influence of social media sites toward students' English language skills at the English Education Study Program of IAIN Palangka Raya.

## **B. Population and Sample**

### **1. Population**

According to Ary, et al., (2010, p.148) “Population is defined as all members of any well-defined class of people, events, or objects.” According to Borg, W. R & Gall, M.D in Muhammad Adnan Latief, stated that target population in educational research usually is defined as all the members of a real or hypothetical set of people, events, or objects to which educational researchers wish to generalize the results of the research (Latief, 2014, p.181).

The population has been investigated in this study is all of the students at the English Education Study Program of IAIN Palangka Raya generation 2015 to 2017.

There are 220 students.

Table 3.1. The total number of students at English Education Study Program of IAIN Palangkaraya

<b>Students at English Education Study Program of IAIN Palangka Raya</b>	
Academic year 2015/2016	56
Academic year 2016/2017	81
Academic year 2017/2018	83
<b>Total</b>	<b>220</b>

*Source data: from the Data of English Departement in IAIN Palangka Raya*

## 2. Sample

According to Ary, et al.,(2010, p. 148) “The small group that is observed called a sample” They defined that “A sample is a portion of a population.” Charles states in Muhammad Adnan Latief defines “a sample as a small group of people selected to represent the much larger entire population from which it is down.” (Latief, 2014, p.181).

According to Arikunto, if the subject is less than 100, better taken all of the population on the research is the study of population. However, if the number of subjects is large, it can be taken between 10-15% or 20-25% or more (Arikunto, 2006, p.134). The sampling technique used in this research was simple random sampling. According to Ary et al., (2010, p. 150) “The basic characteristic of simple random sampling is that all members of the population have an equal and independent chance of being included in the random sample.” The steps were; (1) Define the population, (2) List all

members of the population, and (3) Select the sample by employing a procedure where determines. members on the list are drawn for the sample.

Based on the above explanation, the research sample taken as much as 25% of the 220 students. Then the sample counted 55 students. A total of 55 students determined by a random sample technique.

## **C. Research Instruments**

### **1. Research Instrument Development**

#### **a. Questionnaire**

A questionnaire is an instrument in which respondents provide written responses to questions or mark items that indicate their response (Ary, et al, 2006 p.648). A questionnaire is a written instrument consisting of questions to be answered or statements to be responded by respondents. It is used to gather information about fact or about opinion/attitude (Latief, 2010, p.193).

The research instruments employed to collect data for this study was the questionnaire. This questionnaire designed for students who take English Department study program of IAIN Palangkaraya in order to know the most common social media sites that can influence students' English language skills and to investigate how much the influence of social media sites toward students' English language skills. The questionnaire designed in both Indonesian and English language. The questionnaire divided into three parts. The first part is about Demographic information, students requested to respond demographic questions about



their gender, age, and field of specialization in order to collect personal data of the students. The second part provided more specific questions about students' background on the Internet. This part of these questionnaires adopted from Al-Sharqi & Hashim's research from a study entitled University Students' Perceptions of Social Media as a Learning Tool. Both of these parts used the descriptive statistics of frequencies and percentages. The last part is about the influence of social media site in English language skills. This part adapted from some researchers and self-developed by the researcher based on some theories which have taken from some journals and articles. This part used Likert scale.

In addition, Likert scale is the most common use question format for assessing participant's opinion of usability (Dornyei, 2010, p.20). Likert scale in this study is Strongly agree (SA), Agree (A), Uncertain (U), Disagree (D), and Strongly Disagree (SD). Harris (1969, p. 15) presented the sample that used 1 - 5 points.

Each statement from the questionnaire would be labeled with each own score. There are five predetermined answers with scale 1 – 5 suggested by Likert Scale.

Table 3.2. Range Score of Statements

Answers	Score
Strongly Agree (SA)	5
Agree (A)	4
Uncertain (U)	3
Disagree (D)	2
Strongly Disagree (SD)	1

#### **b. Documentation**

The documents taken from document and photos. The document is the result of the questionnaires which has been answered by students. It consists of 50 survey questions include demographic information, students' background in internet, and the influence of social media toward students' English language skills. This document used as evidence to reinforce the result of study. It could be seen in the appendix 5. In addition, the photos could be seen in the appendix 6.

### **2. Instrument Try Out**

Before the instrument applied to the real sample of the study, trying out an instrument has been registered to some students at the English Education Study Program of IAIN Palangka Raya in academic year 2014. Total items that have been trying out were 39 items. The test instrument was used to gain information about the instrument quality that consists of instrument validity and reliability.

Procedures of the try out have been done as follows:

- a) Trying out the instruments to 31 students at English Department Study Program of IAIN Palangkaraya generation 2014.
- b) Then analyzing the data obtained to know the instrument Reliability and Validity using Microsoft Excel and SPSS 16.0 Program,
- c) After that, the researcher tested the test for the real sample.

### **3. Instrument Validity**

Validity is defined as the extent to which scores on a test enable one to make meaningful and appropriate interpretations. (Ary, 2010, p.224) In this research, face validity, content validity, and construct validity has used. Face validity refers to the extent to which examinees believe the instrument is measuring what it is supposed to measure. Face validity ensures that the test items look right to other testers, teacher, indicators, and test. (Heaton, 1974, p.152). The researcher did face validity to make sure that the instrument is appropriate with the respondents. It was related with the instruction in the questionnaire. Content validity demands appropriateness between the ability to be measured and the test being used to measure it. Construct validity test can be used with the opinion of experts (experts' judgment). (Sugiyono, 2009, p. 177) In this case, after the questionnaire is constructed on the aspects that will be measured based on a particular theory, then it consulted with an expert who have credibility to judge the questionnaire. The expert make a decision: the instrument can be used without revisions, adding some

improvements or possibly a total revision. In this study, the questionnaire has been added some improvements.

The researcher calculated the result of the instrument try out using SPSS 16.0 Program. The total of the item was 39 items and the total of the respondents were 31 students on academic year 2014. The technique used to determine the validity of a test is by-product moment correlation technique. It used the level of significant in 5%. To determine whether the test question is valid or invalid then  $r_{xy}$  or  $r_{arithmetic}$  compared with product moment  $r_{table}$  with the following criteria:

If  $r_{arithmetic} \geq r_{table}$  then valid

If  $r_{arithmetic} \leq r_{table}$  then invalid. (Purwanto, 2004, p.139)

The result of validity could be seen in appendix 2. Based on the result, all items of questionnaires were valid. Therefore, 39 items has used in the questionnaire.

#### **4. Instruments Reliability**

According to Donald Ary, the reliability of a measurement instrument is the degree of consistency with which it measures whatever it is measuring. (Ary, 1985, p.236) Reliability is a necessary characteristic of any good test. For it to be valid at all, a test must first be reliable as a measuring instrument. Reliability is the consistency of score if the test is conducted to the same tester (Sugianto, 2017). It was using SPSS 16.0 Program in finding the reliability of data. The degree of Cronbach's Alpha is higher than  $r$  table (0.355). The result of reliability could be seen in appendix 3.

#### **D. Data Collection Procedures**

In this study, the researcher collected the data from questionnaire and documentation.

1. The researcher prepared the instrument's test, which is a questionnaire that has validity and reliability.
2. The researcher delivered the questionnaire to the sample that has been chosen by random sampling.
3. The researcher took some pictures of the respondent who fill the questionnaire
4. The researcher collected all of the questionnaires.
5. After finding the data, the researcher analyzed the result of the questionnaire using Microsoft Excel and SPSS 16.0 Program.
6. The researcher got the result of the questionnaire.
7. The researcher made the conclusion from the data finding and theories about the influence of social media sites toward students' English language skills at English department of IAIN Palangka Raya.

#### **E. Data Analysis Procedures**

Quantitative data analyzed using the SPSS 16.0 Program and Microsoft Excel. In order to answer two research questions, for the first and second part of the questionnaire, the descriptive statistics of frequencies and percentages used.

$$\text{Proportion: } p = \frac{f}{N}$$

$$\text{Percentage: } \% = \left( \frac{f}{N} \right) \times 100$$

where  $f$  = frequency, or the number of cases in any category  
 $N$  = the number of cases in all categories

$$p = \frac{f}{N} \times 100\%$$

$P$  = Percentage of respondents' answers

$f$  = Number of respondents' answers

$N$  = Number of all respondent

The number entered into the percentage formula above is data obtained from respondents' answers to the question submitted. The result of the score then interpreted by calculating the scale range by calculating the highest percentage.

Then, in order to answer the third part of the questionnaire, to analyze the data, below were the steps applied:

- 1) Collecting the main data (item score/responses);
- 2) Arranging the collected score into the distribution of frequency of score table.
- 3) Calculating Mean, Median, and Modus.



## a. Mean

$$\overline{X} = \frac{\sum X}{N}$$

Where:  $\overline{X}$  = Mean value

$\Sigma$  = Sum of

$X$  = raw score

$N$  = Number of case.

## b. Median

Median is defined as that point in a distribution of measure which 50 percent of the cases lay.

## c. Modus/ Mode

Mode is the value in a distribution that occurs most frequently.

## 4) Calculating the deviation score and standard deviation using the formula:

## 1) Deviation Score

$$x = X - \overline{X}$$

Where:  $x$  = Deviation Score

$X$  = raw score

$\overline{X}$  = Mean

2) Standard Deviation

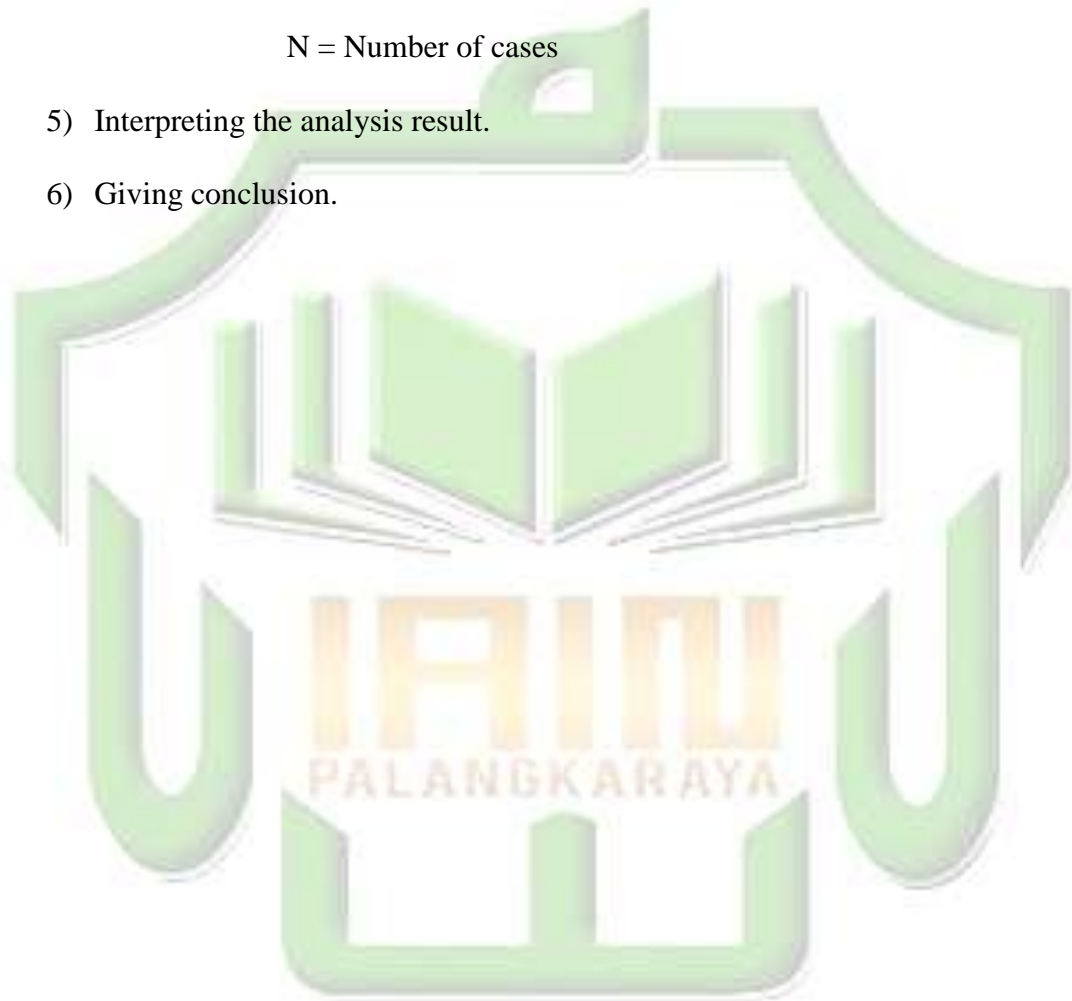
$$\text{Stdev} = \sqrt{\frac{\sum fx^2}{N-1}}$$

Where:  $\sum fx^2$  =sum of frequency of each score

N = Number of cases

5) Interpreting the analysis result.

6) Giving conclusion.



## CHAPTER IV

### RESEARCH FINDING AND DISCUSSION

This chapter presented the data presentation, data finding and discussion. The data finding designed to answer the research question was the questionnaire. The result included demographic information, students' background in Internet, and the influence of Social media sites toward students' English language skills.

#### A. Data Presentation

In this section, it presented the results of the research on the influence of social media site towards students' English language skills at English Education Study Program of IAIN Palangka Raya by using questionnaire as main instrument for collecting the data. Quantitative data analyzed using SPSS 16.0 Program.

##### 1. Demographic Information

Demographic information used to collect personal data of the students. It included their gender, age, education, and duration in English learning.

The total number of 55 Students was made up of 40 females (72.7%) and 15 males (27.3%). Based on the age, it was around 18-21 years old (98.2%) and 22-25 years old (1.8%). Education consisted of *SMA* (52.7%), *MA* (34.5%), *SMK* (10.9%), and *Pesantren* (1.8%). And the last, the students' duration learning English; Under 1 year (25.5%), 2-4 years (47.3%), 5-7 years (21.8%), and above 5-7 years (5.5%).

## 2. Students' Background in Internet

This part used to know students' background in using Internet and social media sites.

Table 4.1. Students' background in Internet at English Education Study Program of IAIN Palangka Raya

No	Survey Question	Question Factors	Response	
			Frequency	Percent
5	On average how many hours do you spend using Internet per week?	None	-	-
		Less than 5 hours	9	16.4%
		From 5 to less than 10 hours	15	27.3%
		From 10 to less than 15 hours	13	23.6%
		15 hours and more	18	32.7%
6	Do you have a personal social media site account?	Yes	55	100%
		No	-	-
7	On average, how many hours do you spend using social media site per day?	None	-	-
		Less than 3 hours	8	14.5%
		From 3 to less than 6	20	36.4%
		From 6 to less than 10	17	30.9%
		10 hours and more	10	18.2%
8	Duration for using social media site?	None	3	5.5%
		Less than 1 year	7	12.7%
		1–3 years	11	20.0%
		More than 3 years	34	61.8%
9	Which language do you prefer when you visit social media site?	English	7	12.7%
		Indonesia	11	20.0%
		Both	37	67.3%

No	Survey Question	Question Factors	Response	
			Frequency	Percent
10	How many courses in your study at the university are using social media site?	None	3	5.5%
		One course	9	16.4%
		Two courses	7	12.7%
		Three courses or more	36	65.5%

Table 4.1 showed that the time spent by students in using Internet per week. 32.7% of students use internet for 15 hours and more, 27.3% of students use from 5 to less than 10 hours, 23.6% of students use internet from 10 to less than 15 hours, and only 16.4% of students use internet less than 5 hours. All of the students have personal social media account with the percentage 100%. Time spent by students in using social media site per day was about less than 3 hours (14.5%), from 3 to less than 6 per day (36.4%), from 6 to less than 10 (30.9%), and 10 hours and more (18.2%). Students' duration in using social media site was about 3 years (61.8%), 1-3 years (20.0%), and less than 1 year (12.7%). The language that students prefer to use was English (12.7%), Indonesia (20.0%), and both (67.3%). The courses at IAIN Palangka Raya that using social media sites was about none (5.5%), one course (16.4%) two courses (12.7%) and three courses or more (65.5%).

To answer the first research question, the researcher asked the students using close-ended question in questionnaire about the most

common social media sites that can influence their English language skills. Table 4.2 revealed clearly:

Table 4.2. The most common social media sites that can influence students' English language skills.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Facebook	2	3.6	3.6	3.6
Instagram	12	21.8	21.8	25.5
YouTube	41	74.5	74.5	100.0
Total	55	100.0	100.0	

The table above showed that 41 students (74.5%) have chosen YouTube, 12 students (21.8%) have chosen Instagram and only 2 students (3.6%) have chosen Facebook as the most common social media site that can influence their English language skills.

### **3. The Influence of Social Media Sites toward Students' English Language Skills**

The data presentation on the influence of social media sites toward students' English language skills at English Education Study Program of IAIN Palangka Raya was obtained by applying questionnaire as the main instrument to collect the data. The presented data consisted of responses, central tendency (mean, median, modus) and standard deviation. There were 55 students from three different academic years who were chosen as sampling.

First step was to tabulate score into the table of calculation Mean.

The table was shown below:



Table 4.3. The Calculation of Mean of the influence of social media sites toward students' English language skills

<b>X</b>	<b>F</b>	<b>Σ X</b>
5	19	95
4	24	96
3	9	27
2	3	6
1	0	0
	N = 55	ΣX = 224

$$\bar{X} = \frac{\sum X}{N}$$

$$\bar{X} = \frac{224}{55}$$

$$\bar{X} = 4.07$$

Mean of item 12 is 4.07

Next step is to tabulate the score into the table of calculation Deviation Score and Standard Deviation.

Table 4.4. The Calculation of Deviation Score and Standard Deviation of the influence of social media sites toward students' English language skills

<b>X</b>	<b>F</b>	<b>FX</b>	<b>x</b>	<b>x<sup>2</sup></b>	<b>Fx<sup>2</sup></b>
2	3	6	-2.07	4.2849	12.8547
3	9	27	-1.07	1.1449	10.3041
4	24	96	-0.07	0.0049	0.1176
5	19	95	0.93	0.8649	16.4331
	N = 55	ΣFX = 224			ΣFx <sup>2</sup> = 39.7095

$$\text{Stdev} = \sqrt{\frac{\sum fx^2}{N-1}}$$

$$= \sqrt{\frac{39.70}{55-1}} = \sqrt{\frac{39.70}{54}} = \sqrt{0.735} = 0.86$$

Then, the score of Mean, Median, Modus, and Standard Deviation were tabulated in the table. The table is as follows:

Table 4.5. Result of Questionnaire Analysis

No Item	Number & Percent	Scale					Total	MN	MD	MO D	STD
		Strongly Agree = 5	Agree = 4	Neutral = 3	Disagree = 2	Strongly Disagree = 1					
12	Number	19	24	9	3	0	55	4.07	4.00	4	0.86
	Percent	34.5%	43.6%	16.4%	5.5%	0	100%				
13	Number	18	36	0	1	0	55	4.29	4.00	4	0.57
	Percent	32.7%	65.5%	0	1.8%	0	100%				
14	Number	5	16	21	11	2	55	3.20	3.00	1	0.99
	Percent	9.1%	29.1%	38.2%	20.0%	3.6%	100%				
15	Number	8	16	19	11	1	55	3.35	3.00	3	1.02
	Percent	14.5%	29.1%	34.5%	20.0%	1.8%	100%				
16	Number	9	18	15	13	0	55	3.42	3.00	4	1.03
	Percent	16.4%	32.7%	27.3%	23.6%	0	100%				
17	Number	7	22	18	8	0	55	3.51	4.00	4	0.90
	Percent	12.7%	40.0%	32.7%	14.5%	0	100%				
18	Number	4	15	31	5	0	55	3.33	3.00	3	0.74
	Percent	7.3%	27.3%	56.4%	9.1%	0	100%				
19	Number	10	31	11	3	0	55	3.87	4.00	4	0.77
	Percent	18.2%	56.4%	20.0%	5.5%	0	100%				
20	Number	10	29	12	4	0	55	3.82	4.00	4	0.82
	Percent	18.2%	52.7	21.8%	7.3%	0	100%				
21	Number	15	31	8	1	0	55	4.09	4.00	4	0.85
	Percent	27.3%	56.4%	14.5%	1.8%		100%				

No Item	Number & Percent	Scale					Total	MN	MD	MO D	STD
		Strongly Agree = 5	Agree = 4	Neutral = 3	Disagree = 2	Strongly Disagree = 1					
	Percent	10.9%	47.3%	29.1%	12.7%	0	100%				
23	Number	3	24	21	7	0	55	3.42	3.00	4	0.78
	Percent	5.5%	43.6%	38.2%	12.7%		100%				
24	Number	5	21	24	2	0	55	3.64	4.00	3	0.78
	Percent	14.5%	38.2%	43.6%	3.6%		100%				
25	Number	16	30	7	2	0	55	4.09	4.00	4	0.75
	Percent	29.1	54.5%	12.7%	3.6%	0	100%				
26	Number	7	31	13	4	0	55	3.75	4.00	4	0.77
	Percent	12.7%	56.4%	23.6%	7.3%	0	100%				
27	Number	9	29	13	4	0	55	3.78	4.00	4	0.81
	Percent	16.4%	52.7%	23.6%	7.3%	0	100%				
28	Number	7	20	26	2	0	55	3.58	3.00	3	0.76
	Percent	12.7%	36.4%	47.3%	3.6%	0	100%				
29	Number	5	18	27	5	0	55	3.42	3.00	3	0.78
	Percent	9.1%	32.7%	49.1%	9.1%	0	100%				
30	Number	30	22	2	0	1	55	4.45	5.00	5	0.74
	Percent	54.5%	40.0%	3.6%	1.8%	1.8%	100%				
31	Number	27	23	4	1	0	55	4.38	4.00	5	0.70
	Percent	49.1%	41.8%	7.3%	1.8%	0	100%				
32	Number	25	21	8	1	0	55	4.27	4.00	5	0.78
	Percent	45.5%	38.2%	14.5%	1.8%	0	100%				
33	Number	31	20	4	0	0	55	4.49	5.00	5	0.57
	Percent	56.4%	32.7%	1.8%	0	0	100%				

No Item	Number & Percent	Scale					Total	MN	MD	MO D	STD
		Strongly Agree = 5	Agree = 4	Neutral = 3	Disagre e = 2	Strongly Disagree = 1					
34	Number	36	18	1	0	0	55	4.64	5.00	5	0.52
	Percent	65.5%	32.7%	1.8%	0	0	100%				
35	Number	33	20	2	0	0	55	4.56	5.00	5	0.57
	Percent	60.0%	36.4%	3.6%	0	0	100%				
36	Number	27	22	6	0	0	55	4.38	5.00	5	0.68
	Percent	49.1%	40.0%	10.9%	0	0	100%				
37	Number	28	21	5	1	0	55	4.38	5.00	5	0.73
	Percent	50.9%	38.2%	9.1%	1.8%	0	100%				
38	Number	26	21	8	0	0	55	4.33	5.00	5	0.72
	Percent	47.3%	38.2%	14.5%	0	0	100%				
39	Number	28	23	4	0	0	55	4.44	5.00	5	0.63
	Percent	50.9%	41.8%	7.3%	0	0	100%				
40	Number	28	21	6	0	0	55	4.40	5.00	5	0.68
	Percent	50.9%	38.2%	10.9%	0	0	100%				
41	Number	21	26	7	1	0	55	4.22	4.00	4	0.74
	Percent	38.2%	47.3%	12.7%	1.8%	0	100%				
42	Number	19	31	4	1	0	55	4.24	4.00	4	0.66
	Percent	34.5%	56.4%	7.3%	1.8%	0	100%				
43	Number	17	27	9	2	0	55	4.07	4.00	4	0.79
	Percent	30.9%	49.1%	16.4%	3.6%	0	100%				
44	Number	10	25	15	4	1	55	3.71	4.00	4	0.92
	Percent	18.2%	45.5%	27.3%	7.3%	1.8%	100%				

No Item	Number & Percent	Scale					Total	MN	MD	MOD	STD
		Strongly Agree = 5	Agree = 4	Neutral = 3	Disagree = 2	Strongly Disagree = 1					
45	Number	7	18	22	8	0	55	3.44	3.00	3	0.89
	Percent	12.7%	32.7%	40.0%	14.5%	0	100%				
46	Number	3	21	24	6	1	55	3.35	3.00	3	0.82
	Percent	5.5%	38.2%	43.6%	10.9%	1.8%	100%				
47	Number	4	8	22	14	7	55	2.78	3.00	3	1.08
	Percent	7.3%	14.5%	40.0%	25.5%	12.7%	100%				
48	Number	5	14	14	13	9	55	2.87	3.00	3	1.23
	Percent	9.1%	25.5%	25.5%	23.6%	16.4%	100%				
49	Number	6	11	15	14	9	55	2.84	3.00	3	1.24
	Percent	10.9%	20.0%	27.3%	25.5%	16.4%	100%				
50	Number	8	8	17	15	7	55	2.91	3.00	3	1.24
	Percent	14.5%	14.5%	30.9%	27.3%	12.7%	100%				

The data above could be detailed as follows:

Item 12				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2	3	5.5	5.5	5.5
3	9	16.4	16.4	21.8
4	24	43.6	43.6	65.5
5	19	34.5	34.5	100.0
Total	55	100.0	100.0	

Item 12, *I like to use social media site because it is free to join.*

There are 19 students (34.5%) stated strongly agree, 24 students (43.6%)

stated agree, 9 students (16.4%) stated neutral, and 3 students (5.5%) stated disagree.

### Item 13

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2	1	1.8	1.8	1.8
4	36	65.5	65.5	67.3
5	18	32.7	32.7	100.0
Total	55	100.0	100.0	

Item 13, *I usually use my free time to access social media site*. There are 18 students (32.7%) stated strongly agree, 36 students (65.5%) stated agree, and 1 student (1.8%) stated disagree.

### Item 14

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	2	3.6	3.6	3.6
2	11	20.0	20.0	23.6
3	21	38.2	38.2	61.8
4	16	29.1	29.1	90.9
5	5	9.1	9.1	100.0
Total	55	100.0	100.0	

Item 14, *using social media site such as Instagram influence my writing skill*. There are 5 students (9.1%) stated strongly agree, 16 students (29.1%) stated agree, 21 students (38.2%) stated neutral, 11 students (20.0%) stated disagree, and 2 students stated strongly disagree (3.6%).



**Item 15**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	1	1.8	1.8	1.8
2	11	20.0	20.0	21.8
3	19	34.5	34.5	56.4
4	16	29.1	29.1	85.5
5	8	14.5	14.5	100.0
Total	55	100.0	100.0	

Item 15, *by uploading a picture, I can be more creative in writing.*

There are 8 students (14.5%) stated strongly agree, 16 students (29.1%) stated agree, 19 students (34.5%) stated neutral, 11 students (20.0%) stated disagree, and 1 student stated strongly disagree (1.8%).

**Item 16**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2	13	23.6	23.6	23.6
3	15	27.3	27.3	50.9
4	18	32.7	32.7	83.6
5	9	16.4	16.4	100.0
Total	55	100.0	100.0	

Item 16, *Instagram influences my interest in English writing.* There are 9 students (16.4%) stated strongly agree, 18 students (32.7%) stated agree, 15 students (27.3%) stated neutral, and 13 students (23.6%) stated disagree.

**Item 17**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2	8	14.5	14.5	14.5
3	18	32.7	32.7	47.3
4	22	40.0	40.0	87.3
5	7	12.7	12.7	100.0
Total	55	100.0	100.0	

Item 17, *Instagram influences my proficiency in English writing be better*. There are 7 students (12.7%) stated strongly agree, 22 students (40.0%) stated agree, 18 (32.7%) students stated neutral, and 8 students (14.5%) stated disagree.

**Item 18**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2	5	9.1	9.1	9.1
3	31	56.4	56.4	65.5
4	15	27.3	27.3	92.7
5	4	7.3	7.3	100.0
Total	55	100.0	100.0	

Item 18, *Instagram influences my grammatical accuracy in writing*. There are 4 students (7.3%) stated strongly agree, 15 students (27.3%) stated agree, 31 (56.4%) students stated neutral and 5 students (9.1%) stated disagree.

**Item 19**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	3	5.5	5.5	5.5
	3	11	20.0	20.0	25.5
	4	31	56.4	56.4	81.8
	5	10	18.2	18.2	100.0
	Total	55	100.0	100.0	

Item 19, *using social media site such as Instagram influences my reading skill*. There are 10 students (18.2%) stated strongly agree, 31 students (56.4%) stated agree, 11 students (20.2%) stated neutral and 3 students (5.5%) stated disagree.

**Item 20**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	4	7.3	7.3	7.3
	3	12	21.8	21.8	29.1
	4	29	52.7	52.7	81.8
	5	10	18.2	18.2	100.0
	Total	55	100.0	100.0	

Item 20, *I always read English speakers' post in Instagram*. There are 10 students (18.2%) stated strongly agree, 29 students (52.7%) stated agree, 12 students (21.8%) stated neutral and 4 students (7.3%) stated disagree.

**Item 21**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2	1	1.8	1.8	1.8
3	8	14.5	14.5	16.4
4	31	56.4	56.4	72.7
5	15	27.3	27.3	100.0
Total	55	100.0	100.0	

Item 21, *by reading English speakers' post, it can increase my reading skill be better.* There are 15 students (27.3%) stated strongly agree, 31 students (56.4%) stated agree, 8 students (14.5%) stated neutral and 1 student (1.8%) stated disagree.

**Item 22**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2	7	12.7	12.7	12.7
3	16	29.1	29.1	41.8
4	26	47.3	47.3	89.1
5	6	10.9	10.9	100.0
Total	55	100.0	100.0	

Item 22, *using social media site such as Facebook influences my writing skill.* There are 6 students (10.9%) stated strongly agree, 26 students (47.3%) stated agree, 16 students (29.1%) stated neutral and 7 students (12.7%) stated disagree.

**Item 23**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2	7	12.7	12.7	12.7
3	21	38.2	38.2	50.9
4	24	43.6	43.6	94.5
5	3	5.5	5.5	100.0
Total	55	100.0	100.0	

Item 23, *Facebook can increase my motivation to post my English writing*. There are 3 students (5.5%) stated strongly agree, 24 students (43.6%) stated agree, 21 students (38.2%) stated neutral and 7 students (12.7%) stated disagree.

**Item 24**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2	2	3.6	3.6	3.6
3	24	43.6	43.6	47.3
4	21	38.2	38.2	85.5
5	8	14.5	14.5	100.0
Total	55	100.0	100.0	

Item 24, *I can practice writing without fear of committing mistakes*. There are 8 students (14.5%) stated strongly agree, 21 students (38.2%) stated agree, 24 students (43.6%) stated neutral and 2 students (3.6%) stated disagree.

**Item 25**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2	2	3.6	3.6	3.6
3	7	12.7	12.7	16.4
4	30	54.5	54.5	70.9
5	16	29.1	29.1	100.0
Total	55	100.0	100.0	

Item 25, *by chatting with English speaker in Facebook, it can increase my writing skill be better*. There are 16 students (29.1%) stated strongly agree, 30 students (54.5%) stated agree, 7 students (23.6%) stated neutral x and 2 students (3.6%) stated disagree.

**Item 26**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2	4	7.3	7.3	7.3
3	13	23.6	23.6	30.9
4	31	56.4	56.4	87.3
5	7	12.7	12.7	100.0
Total	55	100.0	100.0	

Item 26, *using social media site such as Facebook influences my reading skill*. There are 7 students (12.7%) stated strongly agree, 31 students (56.4%) stated agree, 13 students (23.6%) stated neutral, and 4 students (7.3%) stated disagree.



**Item 27**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2	4	7.3	7.3	7.3
3	13	23.6	23.6	30.9
4	29	52.7	52.7	83.6
5	9	16.4	16.4	100.0
Total	55	100.0	100.0	

Item 27, *Facebook can increase my chance to read English text.*

There are 9 students (16.4%) stated strongly agree, 29 students (52.7%) stated agree, 13 students (23.6%) stated neutral and 4 students (7.3%) stated disagree.

**Item 28**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2	2	3.6	3.6	3.6
3	26	47.3	47.3	50.9
4	20	36.4	36.4	87.3
5	7	12.7	12.7	100.0
Total	55	100.0	100.0	

Item 28, *Facebook familiarizes me to read English text.* There are 7 students (12.7%) stated strongly agree, 20 students (36.4%) stated agree, 26 students stated neutral (47.3%) and 2 students (3.6%) stated disagree.

**Item 29**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	5	9.1	9.1	9.1
	3	27	49.1	49.1	58.2
	4	18	32.7	32.7	90.9
	5	5	9.1	9.1	100.0
	Total	55	100.0	100.0	

Item 29, *Facebook makes me read faster with better understanding.*

There are 5 students (9.1%) stated strongly agree, 18 students (32.7%) stated agree, 27 students stated neutral (49.1%) and 5 students (9.1%) stated disagree.

**Item 30**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1	1.8	1.8	1.8
	3	2	3.6	3.6	5.5
	4	22	40.0	40.0	45.5
	5	30	54.5	54.5	100.0
	Total	55	100.0	100.0	

Item 30, *using social media site such as YouTube influences my listening skill.* There are 30 students (54.5%) stated strongly agree, 22 students (40.0%) stated agree, 2 students stated neutral (3.6%) and 1 student (1.8%) stated strongly disagree.

**Item 31**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	1	1.8	1.8	1.8
	3	4	7.3	7.3	9.1
	4	23	41.8	41.8	50.9
	5	27	49.1	49.1	100.0
	Total	55	100.0	100.0	

Item 31, *using social media site such as YouTube influences my speaking skill*. There are 27 students (49.1%) stated strongly agree, 23 students (41.8%) stated agree, 4 students stated neutral (7.3%) and 1 students (1.8%) stated disagree.

**Item 32**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	1	1.8	1.8	1.8
	3	8	14.5	14.5	16.4
	4	21	38.2	38.2	54.5
	5	25	45.5	45.5	100.0
	Total	55	100.0	100.0	

Item 32, *YouTube is very useful to learn English language inside of the classroom*. There are 25 students (45.5%) stated strongly agree, 21 students (38.2%) stated agree, 4 students (14.5%) stated neutral and 1 student (1.8%) stated disagree.

**Item 33**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 3	4	7.3	7.3	7.3
4	20	36.4	36.4	43.6
5	31	56.4	56.4	100.0
Total	55	100.0	100.0	

Item 33, *YouTube is very useful to learn English language outside of the classroom*. There are 31 students (56.4%) stated strongly agree, 20 students (36.4%) stated agree, and 4 students (7.3%) stated neutral.

**Item 34**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 3	1	1.8	1.8	1.8
4	18	32.7	32.7	34.5
5	36	65.5	65.5	100.0
Total	55	100.0	100.0	

Item 34, *it is easy to find English songs, videos, or movies on YouTube*. There are 36 students (65.5%) stated strongly agree, 18 students (32.7%) stated agree, and 1 students (1.8%) stated neutral.

**Item 35**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 3	2	3.6	3.6	3.6
4	20	36.4	36.4	40.0
5	33	60.0	60.0	100.0
Total	55	100.0	100.0	

Item 35, *I can learn how to speak well with listen English songs, videos, or movies on YouTube*. There are 33 students (60.0%) stated

strongly agree, 20 students (36.4%) stated agree, and 2 students (3.6%) stated neutral.

#### Item 36

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 3	6	10.9	10.9	10.9
4	22	40.0	40.0	50.9
5	27	49.1	49.1	100.0
Total	55	100.0	100.0	

Item 36, *Social media site is an interactive place to gain useful information.* There are 27 students (49.1%) stated strongly agree, 22 students (40.0%) stated agree, and 6 students (10.9%) stated neutral.

#### Item 37

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2	1	1.8	1.8	1.8
3	5	9.1	9.1	10.9
4	21	38.2	38.2	49.1
5	28	50.9	50.9	100.0
Total	55	100.0	100.0	

Item 37, *I can acquire knowledge about English language through social media sites.* There are 28 students (50.9%) stated strongly agree, 21 students (38.2%) stated agree, 5 students (9.1%) stated neutral, and 1 student (1.8%) stated disagree.

**Item 38**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 3	8	14.5	14.5	14.5
4	21	38.2	38.2	52.7
5	26	47.3	47.3	100.0
Total	55	100.0	100.0	

Item 38, *it is easy to find materials in English at social media sites.*

There are 26 students (47.3%) stated strongly agree, 21 students (38.2%) stated agree, and 8 students (14.5%) stated neutral.

**Item 39**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 3	4	7.3	7.3	7.3
4	23	41.8	41.8	49.1
5	28	50.9	50.9	100.0
Total	55	100.0	100.0	

Item 39, *it is easy to share materials in English at social media sites.*

There are 28 students (50.9%) stated strongly agree, 23 students (41.8%) stated agree, and 4 students (7.3%) stated neutral.

**Item 40**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 3	6	10.9	10.9	10.9
4	21	38.2	38.2	49.1
5	28	50.9	50.9	100.0
Total	55	100.0	100.0	



Item 40, *Social media sites make me easier to share my ideas using English with others.* There are 28 students (50.9%) stated strongly agree, 21 students (38.2%) stated agree, and 6 students (10.9%) stated neutral.

**Item 41**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2	1	1.8	1.8	1.8
3	7	12.7	12.7	14.5
4	26	47.3	47.3	61.8
5	21	38.2	38.2	100.0
Total	55	100.0	100.0	

Item 41, *I can practice my English skills as often as possible using social media sites.* There are 21 students (38.2%) stated strongly agree, 26 students (47.3%) stated agree, 7 students (12.7%) stated neutral, and 1 student (1.8%) stated disagree.

**Item 42**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2	1	1.8	1.8	1.8
3	4	7.3	7.3	9.1
4	31	56.4	56.4	65.5
5	19	34.5	34.5	100.0
Total	55	100.0	100.0	

Item 42, *Social media sites make my English learning more interesting* There are 19 students (34.5%) stated strongly agree, 31 students (56.4%) stated agree, 4 students (7.3%) stated neutral, and 1 student (1.8%) stated disagree.

**Item 43**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2	2	3.6	3.6	3.6
3	9	16.4	16.4	20.0
4	27	49.1	49.1	69.1
5	17	30.9	30.9	100.0
Total	55	100.0	100.0	

Item 43, *Social media sites should be integrated as a learning tool in English learning*. There are 17 students (30.9%) stated strongly agree, 27 students (49.1%) stated agree, 9 students (16.4%) stated neutral, and 2 students (3.6%) stated disagree.

**Item 44**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	1	1.8	1.8	1.8
2	4	7.3	7.3	9.1
3	15	27.3	27.3	36.4
4	25	45.5	45.5	81.8
5	10	18.2	18.2	100.0
Total	55	100.0	100.0	

Item 44, *Social media sites should be incorporated in the Syllabus as teaching and learning aids*. There are 10 students (18.2%) stated strongly agree, 25 students (45.5%) stated agree, 15 students (27.3%) stated neutral, 4 students (7.3%) stated disagree, and 1 student (1.8%) stated strongly disagree.

**Item 45**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2	8	14.5	14.5	14.5
3	22	40.0	40.0	54.5
4	18	32.7	32.7	87.3
5	7	12.7	12.7	100.0
Total	55	100.0	100.0	

Item 45, *I use incorrect grammar in my formal writing at social media sites.* There are 7 students (12.7%) stated strongly agree, 18 students (32.7%) stated agree, 22 students (40.0%) stated neutral, and 8 students (14.5%) stated disagree.

**Item 46**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	1	1.8	1.8	1.8
2	6	10.9	10.9	12.7
3	24	43.6	43.6	56.4
4	21	38.2	38.2	94.5
5	3	5.5	5.5	100.0
Total	55	100.0	100.0	

Item 46, *I use incorrect sentences structure in my formal writing at social media sites* There are 3 students (5.5%) stated strongly agree, 21 students (38.2%) stated agree, 24 students (43.6%) stated neutral, 6 students (10.9%) stated disagree, and 1 student (1.8%) stated strongly disagree.

**Item 47**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	7	12.7	12.7	12.7
2	14	25.5	25.5	38.2
3	22	40.0	40.0	78.2
4	8	14.5	14.5	92.7
5	4	7.3	7.3	100.0
Total	55	100.0	100.0	

Item 47, *Social media sites distract me in studying*. There are 4 students (7.3%) stated strongly agree, 8 students (14.5%) stated agree, 22 students (40.0%) stated neutral, 14 students (25.5%) stated disagree, and 7 student (12.7%) stated strongly disagree.

**Item 48**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	9	16.4	16.4	16.4
2	13	23.6	23.6	40.0
3	14	25.5	25.5	65.5
4	14	25.5	25.5	90.9
5	5	9.1	9.1	100.0
Total	55	100.0	100.0	

Item 48, *Social media sites decrease my social interaction in real life*. There are 5 students (9.1%) stated strongly agree, 14 students (25.5%) stated agree, 14 students (25.5%) stated neutral, 13 students (23.6%) stated disagree, and 9 student (16.4%) stated strongly disagree.

**Item 49**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	9	16.4	16.4	16.4
2	14	25.5	25.5	41.8
3	15	27.3	27.3	69.1
4	11	20.0	20.0	89.1
5	6	10.9	10.9	100.0
Total	55	100.0	100.0	

Item 49, *I wasted my time to access unimportant information on social media sites.* There are 6 students (10.9%) stated strongly agree, 11 students (20.0%) stated agree, 15 students (27.3%) stated neutral, 14 students (25.5%) stated disagree, and 9 student (16.4%) stated strongly disagree.

**Item 50**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	7	12.7	12.7	12.7
2	15	27.3	27.3	40.0
3	17	30.9	30.9	70.9
4	8	14.5	14.5	85.5
5	8	14.5	14.5	100.0
Total	55	100.0	100.0	

Item 50, *Social media sites make me difficult to manage my learning activities* There are 8 students (14.5%) stated strongly agree, 8 students (14.5%) stated agree, 17 students (30.9%) stated neutral, 15 students (27.3%) stated disagree, and 7 student (12.7%) stated strongly disagree.

## B. Data Finding

In this section, the data finding of the study would be showed by using graph and tables. The research questions were “What are the most common social media sites that can influence students’ English language skills?” and “How much the influence of social media sites on students’ English language skills?”

From the data presentation, it could be seen that the students’ demographic information dominated by females (72.7%) than males (27.3%). The average of age was about 8-21 years old (98.2%) and 22-25 years old (1.8%). Education consisted of *SMA* (52.7%), *MA* (34.5%), *SMK* (10.9%), and *Pesantren* (1.8%). The last, the students’ duration learning English was about Under 1 year (25.5%), 2-4 years (47.3%), 5-7 years (21.8%), and above 5-7 years (5.5%).

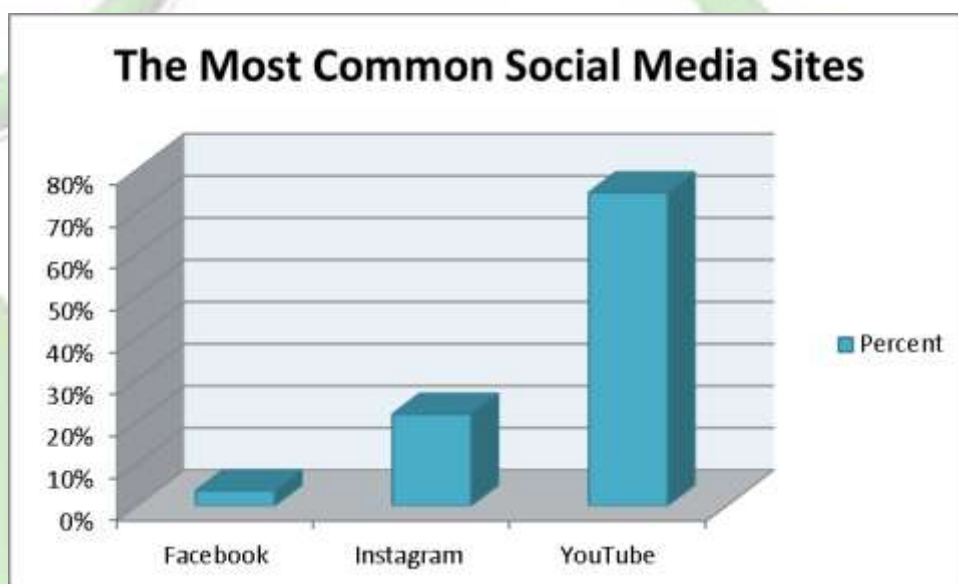
Data presentation also presented about students’ background in Internet which could be seen in table 4.1. It included the time spent by students in using Internet per week. The results showed that 32.7% of students use internet for 15 hours and more, 27.3% of students use internet from 5 to less than 10 hours, 23.6% of students use internet from 10 to less than 15 hours, and only 16.4% students use internet less than 5 hours. It also showed that all of the students have personal social media account (100%). Time spent by students in using social media site per day was about less than 3 hours (14.5%), from 3 to less than 6 per day (36.4%), from 6 to less than 10 (30.9%), and 10 hours and more (18.2%). Students’ duration in using social media site was about 3 years (61.8%), 1-3 years (20.0%), and less than 1 year (12.7%). The language that students prefer to use was English (12.7%),



Indonesia (20.0%), and both (67.3%). The courses at IAIN Palangka Raya that using social media sites was about none (5.5%), one course (16.4%) two courses (12.7%) and three courses or more (65.5%).

The results of the first research question could be seen in table 4.2. and would be showed in figure 4.1 below. It revealed clearly about the most common social media site that can influence students' English language skills.

Figure 4.1 The most common social media site that can influence their English language skills



Most of the students have chosen YouTube (74.5%). Less than a quarter of the students have chosen Instagram (21.8%) and only 3.6% of the students that have chosen Facebook. Therefore, it can be concluded that YouTube is the most common social media site that can influence students' English language skills.

Then, to answer the second research question, the researcher divided the items – from 12 to 50 – into 9 sections.

Table 4.6. The Ease of Using Social Media Sites

No Item	Statement	Percent	M	STD	Result
12	I like to use social media site because it is free to join.	43.6%	4.07	0.86	Agree
13	I usually use my free time to access social media site	65.5%	4.29	0.57	Agree
<b>Overall</b>			<b>4.18</b>	<b>0.71</b>	<b>Agree</b>

Table (4.6) clearly showed that 43.6% of the students agreed that they like to use social media sites because it is free to join. ( $\bar{X}=4.07$ ) The highest mean was 4.29, indicating that 65.5% of the students usually use their free time to access social media sites.

Table 4.7 The Influence of Instagram in Writing Skill

No Item	Statement	Percent	M	SD	Result
14	Using social media site such as Instagram influence my writing skill.	38.2%	3.20	0.99	Neutral
15	By uploading a picture, I can be more creative in writing.	34.5%	3.35	1.02	Neutral
16	Instagram influences my interest in English writing.	32.7%	3.42	1.03	Agree
17	Instagram influences my proficiency in English writing be better.	40.0%	3.51	0.90	Agree
18	Instagram influences my grammatical accuracy in writing.	56.4%	3.33	0.74	Neutral
<b>Overall</b>			<b>3.36</b>	<b>0.94</b>	<b>Neutral</b>

Table (4.7) clearly revealed that 38.2% of the students felt neutral concerning the influence of Instagram in their writing skill ( $\bar{X}=3.20$ ). 34.5% of the students also felt neutral by uploading a picture in Instagram can make them be more creative in writing ( $\bar{X}=3.35$ ). Even though, 32.7% of the students agreed that Instagram influences their interest in English writing ( $\bar{X}=3.42$ ) and 40.0% of the students agreed that Instagram influences their proficiency in English writing be better ( $\bar{X}=3.51$ ). But, 56.4% of the students felt neutral about Instagram influences their grammatical accuracy in writing ( $\bar{X}=3.33$ ).

Table 4.8. The Influence of Instagram in Reading Skill

No Item	Statement	Percent	M	STD	Result
19	Using social media site such as Instagram influences my reading skill.	56.4%	3.87	0.77	Agree
20	I always read English speakers' post in Instagram.	52.7%	3.82	0.82	Agree
21	By reading English speakers' post, it can increase my reading skill be better.	56.4%	4.09	0.85	Agree
<b>Overall</b>			<b>3.92</b>	<b>0.82</b>	<b>Agree</b>

Table (4.8) declared that 56.4% of the students agreed the use of social media site such as Instagram influences their reading skill ( $\bar{X}=3.87$ ). 52.7% of the students always read English speakers' post

in Instagram ( $\bar{X}=3.82$ ) and 56.4% of the students agreed by reading English speakers' post, it can increase their reading skill be better ( $\bar{X}=4.09$ ).

Table 4.9 The Influence of Facebook in Writing Skill

No Item	Statement	Percent	M	STD	Result
22	Using social media site such as Facebook influences my writing skill.	47.3%	3.56	0.85	Agree
23	Facebook can increase my motivation to post my English writing.	43.6%	3.42	0.78	Agree
24	I can practice writing without fear of committing mistakes	43.6%	3.64	0.78	Neutral
25	By chatting with English speaker in Facebook, it can increase my writing skill be better.	54.5%	4.09	0.75	Agree
<b>Overall</b>			<b>3.67</b>	<b>0.79</b>	<b>Agree</b>

Table (4.9) shows that 47.3% of the students agreed the use social media such as Facebook influences their writing skill ( $\bar{X}=3.56$ ). 43.6% of the students also agreed by using Facebook, it increase their motivation to post their English writing ( $\bar{X}=3.42$ ) and 54.5% of the students agreed by chatting with English speaker in Facebook, it can increase their writing skill be better ( $\bar{X}=4.09$ ) But, 43.6% of the students felt neutral if they can practice their writing without fear of committing mistakes ( $\bar{X}=3.64$ ).

Table 4.10 The Influence of Facebook in Reading Skill

No item	Statement	Percent	M	STD	Result
26	Using social media site such as Facebook influences my reading skill.	56.4%	3.75	0.77	Agree
27	Facebook can increase my chance to read English text.	52.7%	3.78	0.81	Agree
28	Facebook familiarizes me to read English text.	43.6%	3.58	0.76	Neutral
29	Facebook makes me read faster with better understanding.	49.1%	3.42	0.78	Neutral
<b>Overall</b>			<b>3.63</b>	<b>0.78</b>	<b>Agree</b>

Table (4.10) clearly stated that 56.4% of the students agreed the use of Facebook influences their reading skill ( $\bar{X} = 3.75$ ). 52.7% of the students also agreed that Facebook can increase their chance to read English text ( $\bar{X} = 3.78$ ). 43.6% of the students felt neutral that Facebook familiarizes them to read English text ( $\bar{X} = 3.58$ ) and 49.1% of the students felt neutral that Facebook makes them read faster with better understanding ( $\bar{X} = 3.42$ ).

Table 4.11 The Influence of YouTube in Listening and Speaking Skills

No Item	Statement	Percent	M	STD	Result
30	Using social media site such as YouTube influences my listening skill.	40.0%	4.45	0.74	Strongly Agree
31	Using social media site such as YouTube influences my speaking skill.	41.8%	4.38	0.71	Strongly Agree
32	YouTube is very useful to learn English language inside of the classroom.	38.2%	4.27	0.78	Strongly Agree
33	YouTube is very useful to learn English language outside of the classroom.	32.7%	4.49	0.57	Strongly Agree
34	It is easy to find English songs, videos, or movies on YouTube.	65.5%	4.64	0.52	Strongly Agree
35	I can learn how to speak well with listen English songs, videos, or movies on YouTube.	60.0%	4.56	0.57	Strongly Agree
<b>Overall</b>			<b>4.46</b>	<b>0.65</b>	<b>Strongly Agree</b>

Table (4.11) clearly revealed that 40.0% of the students strongly agreed that the use of YouTube influence their listening skill ( $\bar{X} = 4.45$ ) and 41.8% of the students strongly agreed that the use of



YouTube influence their speaking skill ( $\bar{X}=4.38$ ). 38.2% of the students also strongly agreed that YouTube is very useful to learn English language inside of the classroom ( $\bar{X}=4.27$ ) and 32.7% of the students strongly agreed that YouTube is very useful to learn English language outside of the classroom ( $\bar{X}=4.49$ ). 65.5% of the students stated strongly agreed that it is easy to find English songs, videos, or movies on YouTube ( $\bar{X}=4.64$ ) and 60.0% of the students can learn how to speak well with listen English songs, videos, or movies on YouTube ( $\bar{X}=4.56$ ).

Table 4.12 The Positive Influence of Using Social Media Sites in English Learning

No Item	Statement	Percent	M	STD	Result
36	Social media site is an interactive place to gain useful information.	49.1%	4.38	0.68	Strongly Agree
37	I can acquire knowledge about English language through social media sites	50.9%	4.38	0.73	Strongly Agree
38	It is easy to find materials in English at social media sites.	47.3%	4.33	0.72	Strongly Agree
39	It is easy to share materials in English at social media sites.	50.9%	4.44	0.63	Strongly Agree
40	Social media sites make me easier to share my ideas using English with others.	50.9%	4.40	0.68	Strongly Agree

No Item	Statement	Percent	M	STD	Result
41	I can practice my English skills as often as possible using social media sites.	47.3%	4.22	0.74	Agree
42	Social media sites make my English learning more interesting.	56.4%	4.24	0.66	Agree
<b>Overall</b>			<b>4.34</b>	<b>0.69</b>	<b>Strongly Agree</b>

Table (4.13) clearly showed that the students have positive influence of using social media in English learning. It could be seen from the table above, the overall result of this part indicated that the most of students' level of agreement were strongly agree. 49.1% of the students stated strongly agreed that social media site is an interactive place to gain useful information ( $\bar{X}=4.38$ ) and 50.9% of the students can acquire knowledge about English language through social media sites ( $\bar{X}=4.38$ ). 47.3% of the students also strongly agreed that easy to find materials ( $\bar{X}=4.33$ ) and 50.9% of the students also strongly agreed that easy to share materials in English at social media sites ( $\bar{X}=4.44$ ). 47.3% of the students agreed that they can practice their English skills as often as possible using social media sites ( $\bar{X}=4.22$ ) and 56.4% of the students agreed that social media sites make their learning English more interesting ( $\bar{X}=4.24$ ).

Table 4.13. Incorporation of Social Media Sites in English Learning

No	Statement	Percent	M	STD	Result
43	Social media sites should be integrated as a learning tool in English learning.	49.1%	4.07	0.79	Agree
44	Social media sites should be incorporated in the Syllabus as teaching and learning aids.	45.5%	3.71	0.92	Agree
<b>Overall</b>			<b>3.89</b>	<b>0.85</b>	<b>Agree</b>

Table (4.13) showed that 49.1% of the students totally agreed that social media sites should be integrated as a learning tool in English learning ( $\bar{X}=4.07$ ) and 45.5% of the students agreed that social media site should be incorporated in the Syllabus as teaching and learning aids ( $\bar{X}=3.71$ ).

Table 4.14 The Negative Influence of Using Social Media Sites in English Learning

No Item	Statement	Percent	M	STD	Result
45	I use incorrect grammar in my formal writing at social media sites	40.0%	3.44	0.89	Neutral
46	I use incorrect sentences structure in my formal writing at social media sites	43.6%	3.35	0.82	Neutral
47	Social media sites distract me in studying	40.0%	2.78	1.08	Neutral
48	Social media sites decrease my social interaction in real life	25.5%	2.87	1.23	Neutral

No Item	Statement	Percent	M	STD	Result
49	I wasted my time to access unimportant information on social media sites.	27.3%	2.84	1.24	Neutral
50	Social media sites make me difficult to manage my learning activities	30.9%	2.91	1.24	Neutral
<b>Overall</b>			<b>3.19</b>	<b>1.08</b>	<b>Neutral</b>

Table (4.14) clearly showed that the negative influence of using social media sites in English learning. It could be seen from table above, the overall result of this part indicated that the most students' level of agreement were neutral. 40.0% of the students felt neutral in using incorrect grammar ( $\bar{X}=3.44$ ) and 43.6% of the students felt neutral in using incorrect sentences structure in formal writing at social media sites ( $\bar{X}=3.35$ ). 40.0% of the students also felt neutral if social media sites distract them in studying ( $\bar{X}=2.78$ ), 27.3% of the students also felt neutral that social media wasted their time to access unimportant information ( $\bar{X}=2.84$ ) and 25.5% of the students felt neutral that social media sites decrease their social interaction in real life ( $\bar{X}=2.87$ ). 30.9% of the students felt neutral that social media sites make them difficult to manage their learning activities ( $\bar{X}=2.91$ ).

### C. Discussion

After showing the data presentation and the data findings, the more explanation would be discussed in this section. To answer two research questions, the data obtained from the students at English Education Study Program of IAIN Palangka Raya academic years 2015 to 2017. The data were obtained by using questionnaires as the main instrument to measure the information.

This research provided students' demographic information to collect personal data of students. From 55 students who has chosen by random sampling, the data finding showed that the use of social media site dominated by female than male with the percentage 72.7% females and only 27.3% males. Then, the average age of using social media sites was about 18-21 years old with the percentage 98.2%. Students' last educations were *SMA* with the percentage 52.7% and the majority of students have been learning English for 2-4 years (47.3%).

Then, to know the students' background in Internet, the questionnaires included some questions to provide information about students' background in using Internet and social media sites. These questions are shown in table 4.1, along with the students' response. The responses indicated that the majority of students at English Education Study Program of IAIN Palangka Raya familiar and have a high interest with internet and social media site.

It could be seen that mostly students (32.7%) use internet for 15 hours and more per week. All of the students have personal social media account. The majority of them have social media sites more than 3 years (61.8%) and they have accessed social media site from 3 to less than 6 per day (36.4%).

More than half of the students prefer to use social media sites in both Indonesian and English languages (67.3%). Then, a high majority of students use social media sites in their studies for three courses or more (65.5%)

The result of the first research question which could be seen in figure 4.1 showed that 74.5% of the students have chosen YouTube as the most common social media sites that can influence their English language skills. It was similar with the result of study conducted by Alfahadi. The result has shown that 68% students also have chosen YouTube. From the data findings, it could be concluded that YouTube is the most common social media sites that used by students to influences their English language skills. As mention previously in chapter II (p.40), according to Jalaluddin, YouTube is regarded one of the most effective ways to achieve success in English classes.

The second research question was how much the influence of social media sites toward students' English language skill. The discussion of the result as follows:

Based on the data findings stated in table 4.6, most of students agreed about the ease of using social media sites with the overall mean score around 4.18. They can use social media site freely. In line with statement by Akbari, et al (chapter II, p.27) they said that social media sites fulfill the enthusiastic of young generation user especially university student. The students can use social media to share the important moments of their lives or to share their ideas, opinions, and beliefs freely with their family, friends or colleagues. The mean score of data finding about the ease of using social



network for learning language in their study was 21.95. The students also agreed that they use their free time to access social media sites ( $\bar{X}=4.29$ ). It was similar to the data findings of Aydin & Arslan's study that showed the students take advantage of social media platforms in their free time. From the result, it could be concluded that the majority of the students have positive feelings about the use of social media site.

Table 4.7 showed that the most students have neutral influence of using Instagram in their writing skill with the overall mean score around 3.36. The mean score of the use social media site such as Instagram influences students' writing skill was only 3.20. Whereas, in Zidny's study showed that the use of Instagram have influenced the students' writing skill. It could be seen from the mean score of the pre-test and the post-test. On the pre-test the mean score was only 68.26. Then, on the post-test, it improved to be 87.69. (Zidny, chapter II, p.39)

The most students felt neutral about by uploading a picture, they can be more creative in writing ( $\bar{X}=3.35$ ). Whereas, in Zidny's study has proven that the use of Instagram can help students in developing their creativity in writing. The most students also were unsure that Instagram influences their grammatical accuracy in writing ( $\bar{X}=3.33$ ). Whereas, in Kelly's study showed that using Instagram has affected participants' writing ability. He concluded that using Instagram develops learners' vocabulary control and grammatical accuracy. (Kelly, chapter II, p. 38)

Then, in the next item, the result showed the students' agreement. The most students agreed that Instagram influences their interest ( $\bar{X}=3.42$ ) and

their proficiency in English writing be better ( $\bar{X} = 3.51$ ). It was related with Zidny's study, he stated that Instagram work well to improve students' interest and proficiency in writing ( $\bar{X} = 87.69$ ). (Zidny, chapter II, p.39) From the result, it could be concluded that the most students were unsure about the influence of Instagram in their writing skill.

Table 4.8 indicated that most students agreed about the influence of Instagram in reading skill with the overall mean score around 3.92. The most students agreed that the use of Instagram influences their reading skill ( $\bar{X} = 3.87$ ). They always read English speakers' post in Instagram ( $\bar{X} = 3.82$ ) and they agreed that by reading English speakers' post, it can increase their reading skill be better ( $\bar{X} = 4.09$ ). It was in line with Kabilan et al.,'s statement that stated in Kelly's dissertation which stated that reading the posts of English speakers of the target language on social media sites has been found to improve reading skills. (Kabilan, chapter II, p.37) From the result, it could be concluded that the most students agreed that Instagram influence their reading skill.

Table 4.9 showed that most students agreed about the use of Facebook influences their writing skill with the overall mean score around 3.67. The students agreed that the use of Facebook influence their writing skill ( $\bar{X} = 3.56$ ). It was proven by Ibrahim in his study which showed that there was a great effect of using Facebook on improving the students' writing skills. The result of mean score of pre-test in experimental group was only 20.7. Then, on the post-test, it improved to be 23.4. (Ibrahim, chapter II, p.35)

The students also agreed that Facebook can increase their motivation to post their English writing ( $\bar{X}=3.42$ ). It was in line with Kabilan et al that stated Facebook can be used by students to get opportunities for writing practice and increased motivation to post using English. (Kabilan, chapter II, p.35) The students also agreed that by chatting with English speakers in Facebook, it can increase their writing skill be better. ( $\bar{X}=4.09$ ) In line with the result of Sakkir's study, it showed that the students can be increase their English writing through the use of social media. They can increase their English writing skill by chatting with native speakers of English. (Sakkir, chapter II, p. 35)

In the next item, the students felt neutral that they can practice writing without fear of committing mistakes on Facebook ( $\bar{X}=3.64$ ). The students were not sure. Whereas, the result of Alfahadi's study showed the students' agreement that they can practice without fear of committing mistakes. (Alfahadi, chapter II, p.29) From the result, it could be concluded that the most students agreed that Facebook influence their writing skill.

In Table 4.10, the overall results indicated the students' agreement about the influence of Facebook in reading skill with the overall mean score around 3.63. The students agreed that the use of Facebook influences their reading skill ( $\bar{X}=3.75$ ). The students also showed their agreement that Facebook can increase their chance to read English text ( $\bar{X}=3.78$ ). It also showed the students' level of agreement for Facebook familiarizes them to read English text was  $\bar{X}=3.78$  and Facebook makes them read faster with better understanding was  $\bar{X}=3.42$ . It was supported by the result of Nolan's

study. In his research, showed that the most students stated their agreement for Facebook increases the chance to read ( $\bar{X} = 3.55$ ), Facebook familiarizes them reading English ( $\bar{X} = 3.41$ ), and Facebook makes them read faster with better understanding ( $\bar{X} = 3.19$ ). (Nolan, chapter 11, p.36) From the result, it could be concluded that the most students agreed that Facebook influence their reading skill.

Table 4.11 indicated that the most students showed their agreement about the influence of YouTube in listening and speaking skill with the overall mean score around 4.46. The most students stated strongly agree that the use of YouTube influences their listening skill ( $\bar{X} = 4.45$ ). It was supported by the result of Alqahtani's study. The result of his study has proven that using YouTube videos had indeed enhanced EFL students' listening comprehension skill. After watching YouTube videos for two months, students of the experimental group performed better than the control group in the post-test. The mean score of the experimental group had increased from 6.79 in the pre-test to 9.86 in the post-test while in the control group score had slightly increase from 7.0 in the pre-test to 7.75 in the post-test. (Alqahtani, chapter 11, p.42)

The most students also stated strongly agree that the use of YouTube influence their speaking skill ( $\bar{X} = 4.1$ ). ). It was in line with the result of Muna's study. On the pre-test, the average mean score was only 37.22. Then, on the post-test, it increased to be 67.45. According to Muna, the students' performance on the pre-test showed that the student were unable express their idea easily, did not fluently in speaking, the sentences were

ungrammatical, the vocabularies were limited, and mispronounced of English word. Then, after conducting YouTube videos on the teaching and learning process, the result of the post-test showed the students' performance was better than on the pre-test. (Muna, chapter II, p.45) The students also stated strongly agree for YouTube is very useful to learn English language inside of the classroom ( $\bar{X}=4.27$ ) and outside of the classroom ( $\bar{X}=4.64$ ). It related to Jalaluddin's statement, which stated that YouTube is a kind of a tool that can be very useful both inside and outside of the classroom to learn the language. (Jalaluddin, chapter II, p.41)

The students also showed their agreement about the ease in finding English Songs, videos, or movies on YouTube ( $\bar{X}=4.64$ ). They also showed their agreement if they can learn how to speak well with listen English songs, videos, or movies on YouTube. ( $\bar{X}=4.56$ ). It was in line with Hoge's statement, which stated that if people listen a lot, they will get faster and will understand better in learning. He also stated that native speakers do not study with their eyes but they study with their ears by listening. (Hoge, chapter II, p 42) From data findings above, it could be concluded that YouTube give a great influence to the students in their speaking and listening skills.

Table 4.12 showed that the students' level of agreement about the positive influence of using social media sites in English Learning with the overall mean score around 4.34. The most students strongly agree that social media site is an interactive place to gain useful information. ( $\bar{X}=4.38$ ). It was related with Sharma's statement, which stated that social media provide



an interactive place for students to gain useful information. (Sharma, chapter II, p.34)

The students stated strongly agree that they can acquire knowledge about English language through social media sites ( $\bar{X}=4.38$ ). It was related to Sakkir's statement, which stated that Social media is an integral part of life online and have enabled people to acquire knowledge and learning via the internet. (Sakkir, chapter II, p. 16) The most students also showed their agreement that easy to find ( $\bar{X}=4.33$ ) and to share materials in English at social media sites ( $\bar{X}=4.44$ ). It was in line with the result of Sakkir's study, 64.28% of the students also showed their agreement ( $\bar{X}=2.43$ ). (Sakkir, chapter II, p. 34)

Social media makes students easier to share their ideas using English with others ( $\bar{X}=4.40$ ). The students showed their agreement about it. It was in line with Hoy & Milne's statement, which stated that social media sites can help educators and learners have the opportunities to interact online and use their accounts to convey feelings, thoughts, or ideas in which they can come together to freely discuss and identify learning issues and problems and make discussion to influence learning pace and skills. (Zafar, chapter II, p. 32) The students also can practice their English skills as often as possible using social media sites ( $\bar{X}=4.22$ ). Social media sites also make students' English learning more interesting ( $\bar{X}=4.24$ ). It related to the result of Al-Sharqi & Hashim's study, which indicated that the students are aware of the advantages of using social media site. The overall mean score was 3.77 that represented agreement. (Al-Sharqi & Hashim, chapter II, p.22)



From the result, it could be concluded that social media sites give positive influence to the students in English learning. The students can acquire knowledge about English language because social media site is an interactive place to gain useful information. Also, they can find and share materials in English easily. In addition, social media sites make the students easier to share their ideas using English with others. Also, they can practice their English skills as often as possible. Then, social media sites make students' learning more interesting.

Table 4.13 showed that the incorporation of social media sites in English learning with the overall mean score around 3.89. It indicated the level of agreement of the students was agreed. 49.1% of the students agreed that social media sites should be integrated as a learning tool in English learning. ( $\bar{X}=4.07$ ). It was supported with the result of Al-Sharqi & Hashim's study, which showed that 66.1 % students want social media integrating as a tool in learning. (Al-Sharqi & Hashim,chapter II, p. 22) 44.5% of the students also agreed that social media sites should be incorporated in the Syllabus as teaching and learning aids ( $\bar{X}=3.71$ ). It was supported by the result of Alfahadi's study, it showed that most students have positive feelings about the incorporation of social media sites in the English language syllabus as aids of learning ( $\bar{X}=3.57$ ). (Alfahadi, chapter II, p.29) From the result, it could be concluded that the most students agreed and have a high desire in integrating social media as a learning tool and the incorporation of social media sites in the syllabus as teaching and learning aids.

Table 4.14 indicated that the students' level of agreement about the negative influence of using social media sites in English learning was neutral ( $\bar{X}=3.19$ ). 40.4% of the students unsure that they use incorrect grammar ( $\bar{X}=3.44$ ) and 43.6% of the students also unsure that they use incorrect sentence structure in their formal writing at social media sites. ( $\bar{X}=3.35$ ). In Belal's study, the result showed 67% teacher who has interviewed said that the students use a short form of words, incorrect grammar and sentence structure in their formal writing. (Belal, chapter II, p. 46) The students also are unsure that social media sites make them difficult to manage their learning activities ( $\bar{X}=2.91$ ) and social media sites distract them in studying ( $\bar{X}=2.78$ ). It was supported by the result of Al-Sharqi & Hashim's study, which also showed the students unsure that social media sites make them difficult to manage their learning activities and distract them in studying ( $\bar{X}=3.24$ ) (Al-Sharqi & Hashim, chapter II, p. 46) and they are unsure that social media sites decrease their social interaction in their real life ( $\bar{X}=2.87$ ).

27.3% of the students were unsure that they wasted their time to access unimportant information on social media sites. ( $\bar{X}=2.84$ ). It was related with the result of Mwadime's study that have found that 68.8% parents were interviewed felt that social media sites had a negative impact on their children.. From the explanation above, it could be concluded that the most students felt unsure about the negative influence of using social media sites. (Mwadime, chapter II, p.46).

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter contained conclusion and suggestion on the basis of the research finding and discussion. Conclusion was to summary the data finding and the suggestions was addressed to other writer and those who are interested to continue this research.

#### A. Conclusion

The study was aimed to know the most common social media sites that can influence students' English language skills and to investigate how much the influence of social media sites toward students' English language skills. It was conducted to the students at English Education Study Program of IAIN Palangka Raya academic year 2015 to 2017.

As described in the previous data findings and discussion, it could be concluded that the use of social media sites dominated by females (72.7%) and the average age that use social media site around 18-21 years old (98.2%). Their last education was *SMA* (52.7%) and the majority of students have been learning English for 2-4 years (47.3%). Mostly students use internet for 15 hours and more per week (32.7%). All of the students have personal social media account (100%). The majority of them have social media sites more than 3 years (61.8%) and they have accessed social media site from 3 to less than 6 per day (36.4%). More than half of the students prefer to use social media sites in both Indonesian and English languages.

(67.3%) Then, a high majority of students use social media sites in their studies for three courses or more (65.5%).

### **1. The Most Common Social Media Sites that can Influence Students' English Language Skills**

From the data findings, YouTube is the most common social media sites that can influence students' English language skills with the total percentage 74.5%. Then, it followed by Instagram 21.8% and only 3.6% who chose Facebook.

### **2. The Influence of Social Media Sites toward Students' English Language Skills**

The most students agreed that it is easy to use social media sites ( $\bar{X}=4.18$ ). They also agreed that the use of Instagram influences their reading skill ( $\bar{X}=3.92$ ) but they were unsure that Instagram can influence their writing skill ( $\bar{X}=3.36$ ). The most students showed their agreement of the use of Facebook influences their writing ( $\bar{X}=3.67$ ) and reading skill ( $\bar{X}=3.63$ ). The majority students also showed their agreement of the use of YouTube influences their listening and speaking skill ( $\bar{X}=4.46$ ). Most of them have a high desire in integrating social media as a learning tool and the incorporation of social media sites in the syllabus as teaching and learning aids ( $\bar{X}=3.89$ ). Thus, they have good feelings about the positive influence of using social media sites

( $\bar{X}=4.34$ ) but they were unsure about the negative influence of using social media sites in English learning ( $\bar{X}=3.19$ ).

## **B. Suggestion**

In this section, the writer gives some suggestions related to the result of the research. Hopefully, this research will be useful and gives a great contribution for the readers. There are some valuable suggestions which are addressed to the students, lecturers, and other researchers.

### **1. For students**

The students can be encouraged to have online learning. Students can utilize the use social media sites to help them in developing their English language skills.

### **2. For English lecturers**

The lecturers can utilize social media sites as their learning tool in order to help students in developing students' English language skills.

### **3. For other researchers**

The writer realizes that this study is far from being perfect. This design of this thesis was very simple. It had many weaknesses in it. Therefore, for other researchers who want to conduct the similar research are suggested to investigate or measure the effect of social media sites to English language skills with better design and different object in order to support the result finding.

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